

# Unit 3: Home Practice

## Part 1 Subtraction Practice

- $9 - 5 = \underline{\quad}$
  - $11 - 7 = \underline{\quad}$
  - $10 - 2 = \underline{\quad}$
- $90 - 50 = \underline{\quad}$
  - $110 - 70 = \underline{\quad}$
  - $100 - 20 = \underline{\quad}$
- When the school bus arrived at school, Carla counted the number of people on it. There were twenty-four people. This was sixteen more than when she first got on. How many people were on the bus when Carla got on? Show or tell how you know.

## Part 2 T-Shirt Problems

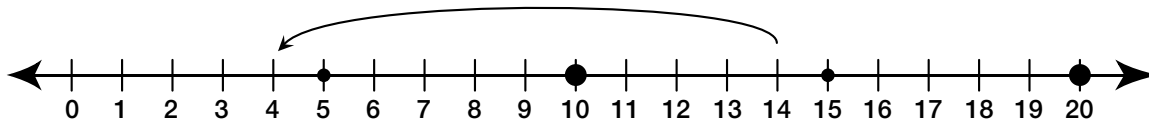
Five students are competing in a math contest. They each bought a shirt with “MATH” printed on the front. Show or tell how you solve each problem.

- How many letters were printed in all?
- If each letter costs 10¢, how much did it cost to have “MATH” printed on all five shirts?

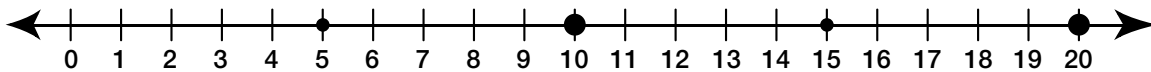
### Part 3 Number Line Subtraction

Use the number lines to show how you can use ten to help you solve the subtraction number sentences.

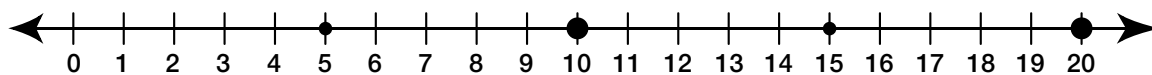
1. Here is a solution for solving  $14 - 10$ .



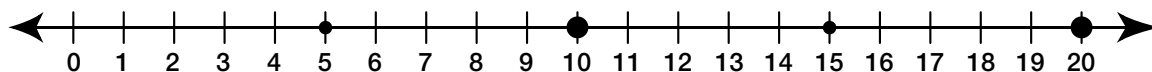
A. Solve  $13 - 10 = \square$  on the number line.



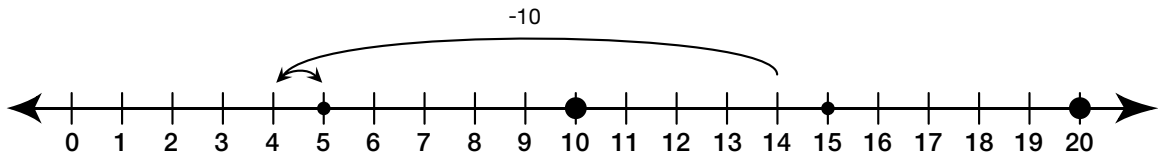
B. Solve  $16 - 10 = \square$  on the number line.



C. Solve  $19 - 10 = \square$  on the number line.



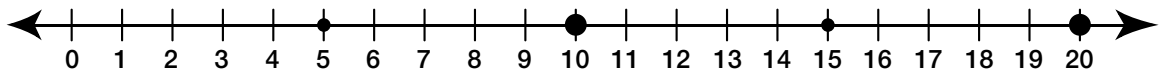
2. Here is a solution that uses ten for solving  $14 - 9$ .



A. Complete the number sentence to show the strategy used.

$$14 - 9 = 14 - \square + 1$$

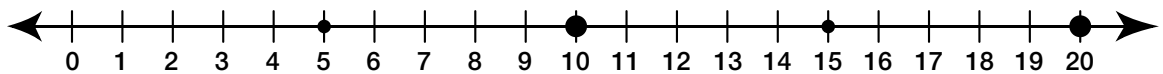
B. Solve  $17 - 9 = \square$  using the same strategy.



C. Complete the number sentence to show what your strategy was on the number line.

$$17 - 9 = 17 - 10 + \square$$

D. Solve  $18 - 7 = \square$  on the number line using a strategy that uses ten.



E. Complete the number sentence to show your strategy.

$$18 - 7 = 18 - \square + 3$$

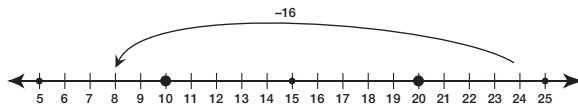


Home Practice

Part 1. Subtraction Practice (TG p. 1)

Questions 1–3

1. A. 4  
B. 4  
C. 8
2. A. 40  
B. 40  
C. 80
3.  $24 - 16 = 8$  people. A possible response: I know the answer is 8 because I made a number line. I started at 24 and went back 16. I landed on 8. I checked my answer by adding  $8 + 16 = 24$



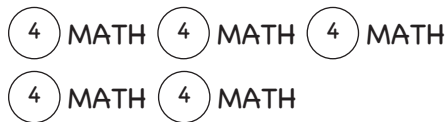
Part 2. T-Shirt Problems (TG p. 31)

Questions 1–2

Strategies will vary.

1.  $5 \times 4 = 20$  letters or  
 $4 + 4 + 4 + 4 + 4 = 20$  letters

Possible strategy:



2.  $20 \times 10\text{¢} = 200\text{¢}$  or \$2.00  
Possible strategy: I know ten dimes is a dollar, so 20 dimes is \$2.

Name \_\_\_\_\_ Date \_\_\_\_\_

Unit 3: Home Practice

Part 1 Subtraction Practice

1. A.  $9 - 5 = \underline{\quad}$   
B.  $11 - 7 = \underline{\quad}$   
C.  $10 - 2 = \underline{\quad}$
2. A.  $90 - 50 = \underline{\quad}$   
B.  $110 - 70 = \underline{\quad}$   
C.  $100 - 20 = \underline{\quad}$
3. When the school bus arrived at school, Carla counted the number of people on it. There were twenty-four people. This was sixteen more than when she first got on. How many people were on the bus when Carla got on? Show or tell how you know.

Part 2 T-Shirt Problems

Five students are competing in a math contest. They each bought a shirt with "MATH" printed on the front. Show or tell how you solve each problem.

1. How many letters were printed in all?
2. If each letter costs 10¢, how much did it cost to have "MATH" printed on all five shirts?

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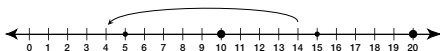
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**Part 3** Number Line Subtraction

Use the number lines to show how you can use ten to help you solve the subtraction number sentences.

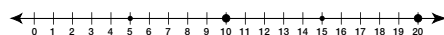
1. Here is a solution for solving  $14 - 10$ .



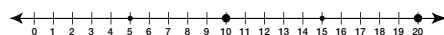
A. Solve  $13 - 10 = \square$  on the number line.



B. Solve  $16 - 10 = \square$  on the number line.



C. Solve  $19 - 10 = \square$  on the number line.



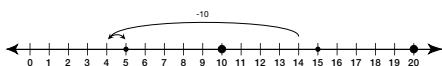
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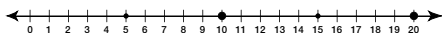
2. Here is a solution that uses ten for solving  $14 - 9$ .



A. Complete the number sentence to show the strategy used.

$$14 - 9 = 14 - \square + 1$$

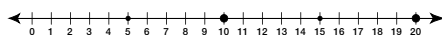
B. Solve  $17 - 9 = \square$  using the same strategy.



C. Complete the number sentence to show what your strategy was on the number line.

$$17 - 9 = 17 - 10 + \square$$

D. Solve  $18 - 7 = \square$  on the number line using a strategy that uses ten.



E. Complete the number sentence to show your strategy.

$$18 - 7 = 18 - \square + 3$$

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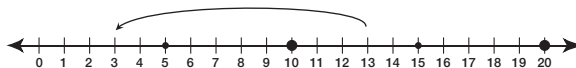
Home Practice

Part 3. Number Line Subtraction

(TG pp. 2–3)

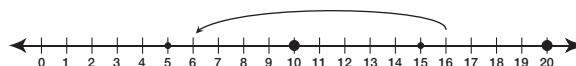
Questions 1–2

I. A.



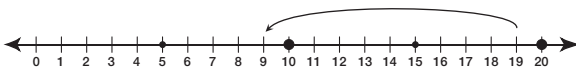
$$13 - 10 = \square$$

B.



$$16 - 10 = \square$$

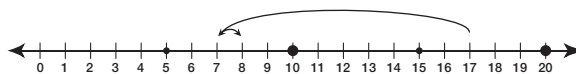
C.



$$19 - 10 = \square$$

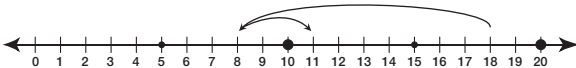
2. A.  $14 - 9 = 14 - \square + 1$

B.  $17 - 9 = \square$



C.  $17 - 9 = 17 - 10 + \square$

D.  $18 - 7 = \square$



E.  $18 - 7 = 18 - \square + 3$

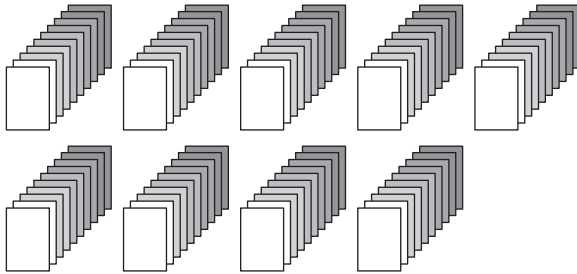
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Part 4. Story Solving (TG p. 4)

Questions 1–2

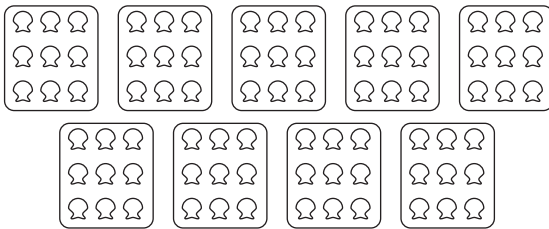
1. Stories will vary. Possible response: Andrew sorted his baseball cards into groups of ten. When he was done he had 9 groups.



$10 \text{ cards} \times 9 \text{ groups} = 90 \text{ cards}$

or

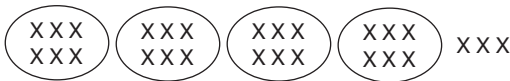
Julie collected shells and shared them with ten classmates. Each classmate has nine shells.



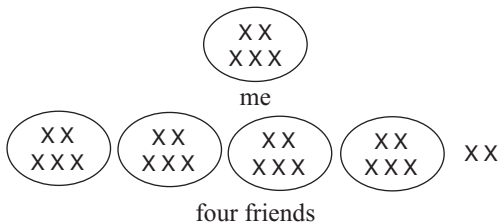
$9 \text{ shells} \times 10 \text{ groups} = 90 \text{ shells}$

2. Students may interpret the problem differently. Use this as an opportunity to discuss strategies for solving word problems. Both answers can be accepted as correct.

If all the stickers are given to four friends, each friend will get six stickers and there will be three left over.  $4 \times 6 + 3 = 27$  stickers.



My friends and I will get 5 stickers each and there will be 2 left over.  $5 \times 5 + 2 = 27$  stickers.



Name \_\_\_\_\_ Date \_\_\_\_\_

Part 4 Story Solving

1. Write a story and draw a picture about  $10 \times 9$ . Write a number sentence about your picture.

2. You have twenty-seven stickers to share equally with your four friends. How many stickers does each friend get? Draw a picture and use a number sentence to show how you decided.

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