

Unit 8: Home Practice

Part 1 Using Strategies to Subtract

Do these problems in your head. Write only the answers.

A. $16 - 8 = \underline{\quad}$ B. $17 - 8 = \underline{\quad}$ C. $170 - 80 = \underline{\quad}$

D. $18 - 9 = \underline{\quad}$ E. $18 - 10 = \underline{\quad}$ F. $150 - 70 = \underline{\quad}$

G. $14 - 7 = \underline{\quad}$ H. $14 - 8 = \underline{\quad}$ I. $120 - 70 = \underline{\quad}$

J. $14 - 6 = \underline{\quad}$ K. $12 - 5 = \underline{\quad}$ L. $120 - 50 = \underline{\quad}$

M.
$$\begin{array}{r} 100 \\ - 50 \\ \hline \end{array}$$

N.
$$\begin{array}{r} 80 \\ - 40 \\ \hline \end{array}$$

O.
$$\begin{array}{r} 150 \\ - 80 \\ \hline \end{array}$$

P. Show or tell how you solved Question O.

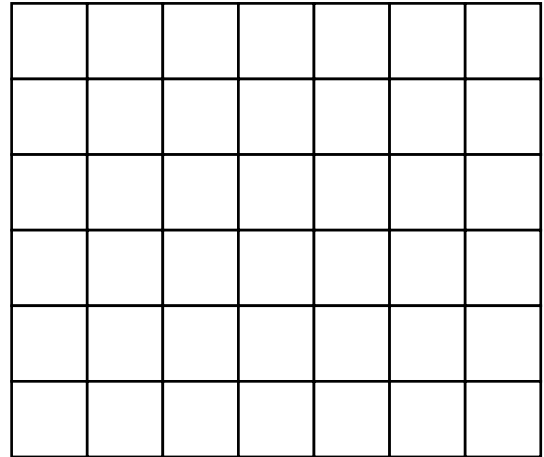
Part 2 Triangle Flash Cards: 5s and 10s

Study for the quiz on the multiplication facts for the 5s and 10s. Take home your Triangle Flash Cards: 5s and 10s and the list of facts you need to study.

Ask a family member to choose one flash card at a time. He or she should cover the largest number. Solve a multiplication fact with the two uncovered numbers. Your teacher will tell you when the quiz on the 5s and 10s will be.

Part 4 Break Apart Products

1. **A.** How many squares are in the rectangle?



B. Write a number sentence on the rectangle for the total number of squares.

C. Color the first 3 rows of the rectangle red. Write a number sentence on the red rectangle for the total number of red squares.

D. Color the remaining rows of the rectangle blue. Write a number sentence on the blue rectangle for the total number of blue squares.

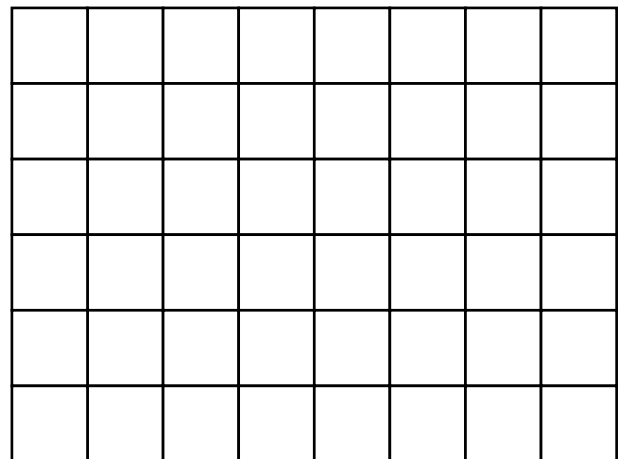
E. Complete the following number sentences to match the rectangles.

$6 \times 7 = 3 \times \underline{\hspace{2cm}} + \underline{\hspace{2cm}} \times 7$

$6 \times 7 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

$6 \times 7 = \underline{\hspace{2cm}}$

2. **A.** Divide the rectangle into two smaller rectangles. Choose a way that will make it easier for you to find the product of 6×8 .



B. Write number sentences to match each of the small rectangles.

C. Use these number sentences to help you find the product of 6×8 .

Part 5 Solving Problems with Addition and Subtraction

1. **A.** $600 + \underline{\hspace{2cm}} = 1300$ **B.** $400 + 800 = \underline{\hspace{2cm}}$
- C.** $500 + 900 = \underline{\hspace{2cm}}$ **D.** $1000 - \underline{\hspace{2cm}} = 450$
- E.** $1000 - \underline{\hspace{2cm}} = 343$
2. Tina's high school graduating class has 321 students. Rita's junior high graduating class has 132 students. Sara, who is graduating from kindergarten, is in a class of 42 students.
- A.** How many more students are in Tina's class than in Rita's?
- B.** If all three classes attend the same ceremony, how many students would be graduating?
3. Ted read a book for 43 minutes on Saturday and 29 minutes on Sunday.
- A.** Did Ted read for more than one hour? Explain how you know.
- B.** How long did Ted read?

Part 6 A Trip to Lizardland

Answer each question. Show or tell how you decided.

1. The math club went to Lizardland. Thirty-five students were accompanied by seven adults.
 - A. The group is standing in line for the Leaping Lizard roller coaster. There are 8 cars on the roller coaster and each car can hold 4 people. Can the entire group ride the roller coaster at one time?
 - B. If 8 people can ride the Lizard-Go-Round at the same time, how many rides will it take for all the students to ride one time?
 - C. The group is standing in line for the Bump-a-Lizard bumper cars. Each car holds 2 people. How many bumper cars will the club need for everyone in the group?
2. The Curly-Whirly-Lizard ride fits 3 people per car. There are 15 cars on the ride.
 - A. Can the entire group ride at the same time? Explain.
 - B. If one adult rode in a car of students, how many cars would not have an adult?

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Do these problems in your head. Write only the answers.

A. $16 - 8 =$ ____ B. $17 - 8 =$ ____ C. $170 - 80 =$ ____
 D. $18 - 9 =$ ____ E. $18 - 10 =$ ____ F. $150 - 70 =$ ____
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 J. $14 - 6 =$ ____ K. $12 - 5 =$ ____ L. $120 - 50 =$ ____
 M. $\begin{array}{r} 100 \\ -50 \\ \hline \end{array}$ N. $\begin{array}{r} 80 \\ -40 \\ \hline \end{array}$ O. $\begin{array}{r} 150 \\ -80 \\ \hline \end{array}$

P. Show or tell how you solved Question O.

Part 2 Triangle Flash Cards: 5s and 10s
Study for the quiz on the multiplication facts for the 5s and 10s. Take home your Triangle Flash Cards: 5s and 10s and the list of facts you need to study. Ask a family member to choose one flash card at a time. He or she should cover the largest number. Solve a multiplication fact with the two uncovered numbers. Your teacher will tell you when the quiz on the 5s and 10s will be.

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Part 3 Play Digits Game: Subtraction
Show your solution to the questions below by putting a digit (1, 2, 3, 4, 5, 6, 7, 8, 9, or 0) in each box. Use each digit once or not at all. Subtract to find the difference.

$$\begin{array}{r} \square \square \square \square \\ - \square \square \square \square \\ \hline \end{array}$$

A. Find the largest difference.
 B. Find the smallest difference.
 C. Find the largest difference if a digit can be used more than once.
 D. Find the smallest difference if a digit can be used more than once.

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Part 1. Using Strategies to Subtract (TG p. 1)

Questions A–P

- A. 8 B. 9 C. 90
 D. 9 E. 8 F. 80
 G. 7 H. 6 I. 50
 J. 8 K. 7 L. 70
 M. 50 N. 40 O. 70

P. Responses may vary. I used doubles. For $150 - 80$, I thought $160 - 80 = 80$. So $150 - 80$ is ten less. $150 - 80 = 70$.

Part 3. Play Digits Game: Subtraction (TG p. 2)

Questions A–D

- A. 8853 ($9876 - 1023$)
 B. 25 is the smallest difference. There are several ways to place the digits. One way is $4012 - 3987$. There are many other combinations that give small differences (but not the smallest). For example, $2034 - 1987 = 47$.
 C. 9999 or 8999 (If leading 0 is allowed, $9999 - 0000 = 9999$; if leading 0 is not allowed, $9999 - 1000 = 8999$.)
 D. 0 (If leading 0 is allowed, $0000 - 0000 = 0$. If leading 0 is not allowed, $1000 - 1000 = 0$.)

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Part 4. Break Apart Products (TG p. 3)
Questions 1–2

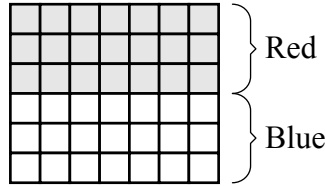
1. A. 42

B. $6 \times 7 = 42$

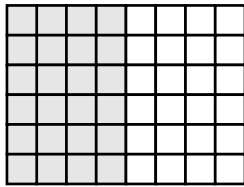
C. $3 \times 7 = 21$

D. $3 \times 7 = 21$

E. 7; 3; 21; 21; 42



2. A. Possible response



B. Possible response: $6 \times 4 = 24$; $6 \times 4 = 24$

C. $8 \times 6 = 6 \times 4 + 6 \times 4 = 24 + 24 = 48$

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Part 5. Solving Problems with Addition and Subtraction (TG p. 4)

Questions 1–3

1. A. 700

B. 1200

C. 1400

D. 550

E. 657

2. A. 189 students; $321 - 132 = 189$

B. 495 students; $321 + 132 + 42 = 495$

3. A. Yes. $43 + 29 = 72$ minutes; there are only 60 minutes in an hour.

B. 72 minutes

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Part 5 Solving Problems with Addition and Subtraction

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Part 6 • A Trip to Lizardland

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**Part 6. A Trip to Lizardland (TG p. 5)
Questions 1–2**

1.
 - A. No, there are 42 people in the group and the roller coaster can hold only 32 people.
 - B. 5 rides. 32 students can ride in 4 rides but there are 3 students left. Therefore, it will take one more ride for all the club members to ride.
 - C. 21 bumper cars. 42 people in the group divides up into 21 groups of 2.
2.
 - A. Yes, the ride holds 45 people and there are 42 people in the group.
 - B. 7 cars; 14 students will ride with seven adults leaving 21 students to ride without an adult. 21 is seven groups of three.

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