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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.

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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.

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

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

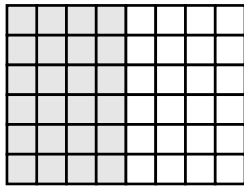
B. $6 \times 7 = 42$

C. $3 \times 7 = 21$

D. $3 \times 7 = 21$

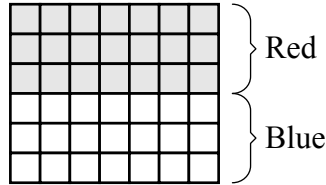
E. 7; 3; 21; 21; 42

2. A. Possible response



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

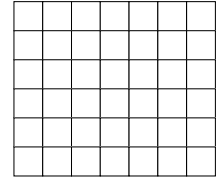
C. $8 \times 6 = 6 \times 4 + 6 \times 4 = 24 + 24 = 48$



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Part 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.

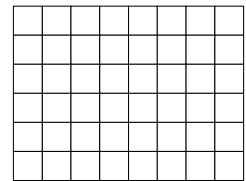
E. Complete the following number sentences to match the rectangles.

$6 \times 7 = 3 \times \underline{\hspace{1cm}} + \underline{\hspace{1cm}} \times 7$

$6 \times 7 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

$6 \times 7 = \underline{\hspace{1cm}}$

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 .

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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

1. A. $600 + \underline{\hspace{1cm}} = 1300$

B. $400 + 800 = \underline{\hspace{1cm}}$

C. $500 + 900 = \underline{\hspace{1cm}}$

D. $1000 - \underline{\hspace{1cm}} = 450$

E. $1000 - \underline{\hspace{1cm}} = 343$

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?

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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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**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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