







**Student Activity Book**

**Using Base-Ten Pieces**

**Questions 1–10 (SAB pp. 121–124)**

An example of base-ten shorthand and a completed Base-Ten Recording Sheet are given in Question 1.

1. 539

	 1000s	 100s	 10s	 1s	Number Sentence
		4	2	6	$426 = 400 + 20 + 6$
		1	1	3	$113 = 100 + 10 + 3$
	5	3	9		$500 + 30 + 9$

- 2. 234
- 3. 5183
- 4. 1245
- 5. 773
- 6. 282
- 7. 1832





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**Strategies to Add and Subtract**

**Using Base-Ten Pieces**




✓ **Self-Check: Question 1**

1. Solve  $426 + 113$  using base-ten pieces. Record your work with base-ten shorthand and the recording sheet.

 1000s	 100s	 10s	 1s	Number Sentences

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Use the Workshop Menu below to choose problems that meet your needs.

Can I Do This?	Working On It!	Getting It!	Got It!
	 I could use some extra help.	 I just need some more practice.	 I'm ready for a challenge.
Use base-ten pieces to add or subtract.	★ Q# 2–4, 9–10	● Q# 3–7, 9–10	■ Q# 6–10





Workshop: Addition and Subtraction

SAB • Grade 4 • Unit 4 • Lesson 7 121





**Student Activity Book - Page 121**

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





★2.  $396 - 162$

 1000s	 100s	 10s	 1s	Number Sentences

★●3.  $3857 + 1326$

 1000s	 100s	 10s	 1s	Number Sentences

★●4.  $1681 - 436$

 1000s	 100s	 10s	 1s	Number Sentences

122 SAB • Grade 4 • Unit 4 • Lesson 7





Workshop: Addition and Subtraction

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

**Student Activity Book - Page 122**

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





●5.  $318 + 455$

 1000s	 100s	 10s	 1s	Number Sentences

●■6.  $927 - 645$

 1000s	 100s	 10s	 1s	Number Sentences

●■7.  $1269 + 563$

 1000s	 100s	 10s	 1s	Number Sentences

Workshop: Addition and Subtraction

SAB • Grade 4 • Unit 4 • Lesson 7 123

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**Student Activity Book - Page 123**

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

8.  $2772 - 1386$

				Number Sentences

9.  $834 - 89$

				Number Sentences

10.  $196 + 587$

				Number Sentences

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124 SAB - Grade 4 - Unit 4 - Lesson 7 Workshop: Addition and Subtraction

**Student Activity Book - Page 124**

**Student Activity Book**

- 8. 1386
- 9. 745
- 10. 783

**Using Mental Math Strategies**

**Questions 11–16 (SG pp. 125–128)**

- 11. 400; Possible explanation:  $300 + 50 + 40 = 390$  and  $8 + 2 = 10$ . So  $352 + 48 = 400$ .
- 12. 859; Possible explanation:  $900 - 50$  is 850. So,  $907 - 50 = 857$ , I took off 2 too many so I add them back in to get 859.  $907 - 48 = 859$ .
- 13. A. 430  
B. 429  
C. 254  
D. 5700

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

**Using Mental Math Strategies**

✓ Self-Check: Questions 11-12

11. Use a mental math strategy to solve  $352 + 48$ . Explain your strategy. Make some notes below.

12. Use a mental math strategy to solve  $907 - 48$ . Explain your strategy. Make some notes below.

<b>Can I Do This?</b>	<b>Working On It!</b>	<b>Getting It!</b>	<b>Got It!</b>
Use mental math strategies to add or subtract.	I could use some extra help.	I just need some more practice.	I'm ready for a challenge.
	★ Q# 13–15, 16E–G	● Q# 14–16	■ Q# 15–16

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Workshop: Addition and Subtraction SAB - Grade 4 - Unit 4 - Lesson 7 125

**Student Activity Book - Page 125**

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

13. Mrs. Dewey challenged the class to use a mental math strategy to solve each of the problems below. Grace and her classmates recorded their mental math strategies. Solve the problem next to each one using a similar strategy. Explain your thinking to your partner.

541 + 199 =

"I took the 1 from the 541 and put it with the 199 right away. Now the problem is  $540 + 200$ , which is easy, 740"

A.  $232 + 198 =$

252 - 125 =

"I thought about money."

$250 - 125 = 125$  and  $125 + 2 = 127$

B.  $504 - 75 =$

302 - 78 =

"I made notes, but I pictured the number line and counted up. My hops were 2, 10, 10, 100, 100, 2. That is 224."

C.  $352 - 98 =$

2020 + 1260 =

"I separated out the thousands. I added  $2000 + 1000$ . That is 3000. Then,  $20 + 260 = 280$ , so my answer is  $3000 + 280 = 3280$ ."

$2000 + 20 = 3000 + 280$

D.  $3150 + 2550 =$

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126 SAB - Grade 4 - Unit 4 - Lesson 7 Workshop: Addition and Subtraction

**Student Activity Book - Page 126**

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14. 225; Possible explanation: I counted back  
 $302 - 2$  is 300.  $300 - 75 = 225$ .
15. 3200: Possible explanation: I took 4 from 1144,  
 added it to 2056, and re-wrote the problem as  
 $2060 + 1140$ .  $60 + 40 = 100$ . So,  $100 + 100 +$   
 $2000 + 1000 = 3200$ .
16. A. 600                      B. 106  
 C. 338                        D. 728  
 E. 1044                      F. 502  
 G. Answer will vary.

**Using Paper and Pencil**

**Questions 17–25 (SAB pp. 129–131)**


17. 85; Possible strategies:

$$\begin{array}{r} 48 = 40 + 8 \\ + 37 = 30 + 7 \\ \hline 70 + 16 = 86 \end{array}$$


18. 69, Examples of possible strategies are given in Question 17.

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

★●14. Use a mental math strategy to solve  $302 - 77$ . Explain your strategy to your partner. Make some notes to record your partner's strategy below. Include your partner's name.



★●15. Use a mental math strategy to solve  $2056 + 1144$ . Explain your strategy to your partner. Make some notes to record your partner's strategy below. Include your partner's name.



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Workshop: Addition and Subtraction                      SAB • Grade 4 • Unit 4 • Lesson 7 127

**Student Activity Book - Page 127**

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


16. Solve the following problems using a mental math strategy. Record your answer and explain your strategy to your partner. You do **not** need to write your strategy down.

●● A.  $425 + 175 =$                       ●● B.  $604 - 498 =$

●● C.  $130 + 208 =$                       ●● D.  $849 - 121 =$

★● E.  $747 + 297 =$                       ★● F.  $8000 - 7498 =$

★● G. Show how you solved one of the problems above by describing your strategy in the speech balloon below.



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128 SAB • Grade 4 • Unit 4 • Lesson 7                      Workshop: Addition and Subtraction

**Student Activity Book - Page 128**

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

**Using Paper and Pencil**

✓ **Self-Check: Questions 17-18**

Solve each problem two ways. Choose base-ten shorthand or a paper-and-pencil method (expanded form, all-partials, or compact).

Problem	One Strategy	Another Strategy
17. $48 + 37$		
18. $\begin{array}{r} 137 \\ - 68 \\ \hline \end{array}$		

<b>Can I Do This?</b>	<b>Working On It!</b> I could use some extra help.	<b>Getting It!</b> I just need some more practice.	<b>Got It!</b> I'm ready for a challenge.
Use paper and pencil methods to add or subtract.	★ Q# 19–22	● Q# 21–24	■ Q# 22–25

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Workshop: Addition and Subtraction                      SAB • Grade 4 • Unit 4 • Lesson 7 129

**Student Activity Book - Page 129**

# Answer Key • Lesson 7: Workshop: Addition and Subtraction

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

Solve each problem two ways. Choose base-ten shorthand or a paper-and-pencil method (expanded form, all-partials, or compact).

Problem	One Strategy	Another Strategy
★ 19. $35 + 46$		
★ 20. $\begin{array}{r} 63 \\ + 59 \\ \hline \end{array}$		
★ ● 21. $95 - 37$		

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130 SAB • Grade 4 • Unit 4 • Lesson 7 Workshop: Addition and Subtraction

## Student Activity Book - Page 130

19. 81
20. 122
21. 58
22. 117
23. 4433
24. 1169
25. 1619

### Choosing a Strategy

#### Questions 26–35 (SAB pp. 132–134)

26. Between 450 and 480 box tops after 3 weeks.  
Possible explanation:  $150 + 150 + 150 = 450$   
and  $160 + 160 + 160 = 450 + 30 = 480$ .
27. The two classes collected 799 box tops.  
Possible explanation: I used the compact method to add  $391 + 408$ .
28. 135; Possible strategy:

$$\begin{array}{r} 284 = 200 + 80 + 4 = 200 + 70 + 14 \\ - 149 = 100 + 40 + 9 = \underline{100 + 40 + 9} \\ \hline 100 + 30 + 5 = 135 \end{array}$$

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

Problem	One Strategy	Another Strategy
★ ● ■ 22. $\begin{array}{r} 286 \\ - 169 \\ \hline \end{array}$		
● ■ 23. $1158 + 3275$		
● ■ 24. $2318 - 1149$		
■ 25. $\begin{array}{r} 4216 \\ - 2597 \\ \hline \end{array}$		

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Workshop: Addition and Subtraction SAB • Grade 4 • Unit 4 • Lesson 7 131

## Student Activity Book - Page 131

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




### Choosing a Strategy

✓ Self-Check: Questions 26–28

Solve each of the following problems using an appropriate strategy. Choose from mental math strategies, paper-and-pencil strategies, and estimation strategies. Show your written work. Be prepared to explain your thinking.

26. Room 204 collected between 150 and 160 box tops each week. About how many will they collect in 3 weeks?
27. Mrs. Dewey's class collected 391 box tops and Mr. Bookler's class collected 408 box tops. How many did they collect altogether?
28. Mr. Trimmer's class collected 284 box tops during 3 weeks. The class collected 149 the first week. How many box tops were collected during the last two weeks?

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Can I Do This?	Working On It!	Getting It!	Got It!
Choose an appropriate addition or subtraction strategy.	★ Q# 29–30, 33–35 	● Q# 30–35 	■ Q# 31–35 

132 SAB • Grade 4 • Unit 4 • Lesson 7 Workshop: Addition and Subtraction

## Student Activity Book - Page 132

29. **A.** 584; mental math;  
 $794 - 200$  is  $594 - 10$  is 584.
- B.** 4131; mental math;  
 $3126 + 1000 = 4126$ ;  $4126 + 5 = 4131$ .
- C.** 1117; paper-and-pencil
- D.** 132; paper-and-pencil
30. Responses will vary.
31. 3280 tickets; paper-and-pencil strategy.
32. \$6617; mental math strategy:  
 $7022 - 400$  is 6622;  $6622 - 5 = 6617$ .
33. Between 750 and 1200 tickets per day.  
 Estimate.  $250 + 250 + 250 = 750$  and  
 $400 + 400 + 400 = 1200$ .
34. 3262 tickets, paper-and-pencil strategy.
35. Responses will vary.

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

★29. Decide whether a mental math or paper-and-pencil strategy makes sense for each of the following problems. Check the strategy type you chose. Show your written work. Be prepared to share your mental math strategy.

Problem	Mental Math	Paper-and-Pencil	Describe your mental math or your paper-and-pencil strategy
$125 + 177$	✓		302. I thought about money. $125 + 175 = 300$ plus 2 more equals 302.
$283 + 645$		✓	$283 = 200 + 80 + 3$ $+ 645 = 600 + 40 + 5$ $800 + 120 + 8 = 800 + 128 = 928$
<b>A.</b> $794 - 210$			
<b>B.</b> $\begin{array}{r} 1005 \\ + 3126 \end{array}$			
<b>C.</b> $\begin{array}{r} 633 \\ + 484 \end{array}$			
<b>D.</b> $401 - 269$			

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★30. Choose a problem from above and explain how you can solve it using mental math.

Workshop: Addition and Subtraction SAB • Grade 4 • Unit 4 • Lesson 7 133

**Student Activity Book - Page 133**

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

Solve each of the following problems using an appropriate strategy. Choose from mental math strategies, paper-and-pencil strategies, and estimation strategies. Show your written work. Be prepared to explain your thinking.

- 31. The Student Council was raising money for a school project by selling raffle tickets. They sold 1267 tickets the first week and 2013 tickets the second week. How many tickets have they sold?
  
- 32. The council collected \$7022 from raffle tickets but had to spend \$405 for prizes. How much money does the student council have left?
  
- ★33. The Student Council sells between 250 and 400 tickets each day. About how many tickets will they sell in 3 days?
  
- ★34. The students sold 2413 tickets the third week and 849 tickets the fourth week. How many tickets were sold during these two weeks?
  
- ★35. Choose a problem in Questions 31–34 that you can solve using mental math. Explain your strategy.

134 SAB • Grade 4 • Unit 4 • Lesson 7 Workshop: Addition and Subtraction

**Student Activity Book - Page 134**