

lesson nineteen - student resource sheet

Lesson Objective: Add multi-digit numbers, with and without regrouping.

Vocabulary Box

regrouping in addition — Trading 10 ones for 1 ten or trading 10 tens for 1 hundred.

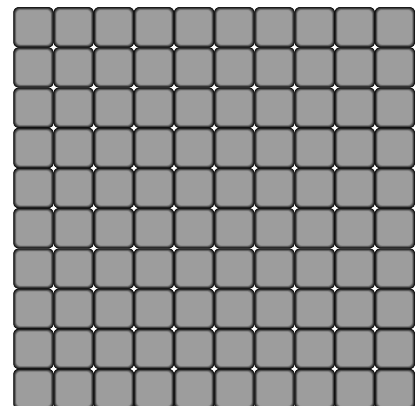
Examples:



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Independent Practice

Directions: Complete the following practice problems on your own. Your teacher will review the answers. Make sure you show all your work.

$$\begin{array}{r} 1. \quad 37 \\ +37 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 44 \\ +45 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 51 \\ +25 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 75 \\ +82 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 19 \\ +14 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 311 \\ +265 \\ \hline \end{array}$$

BONUS?

Directions: Find the sum.

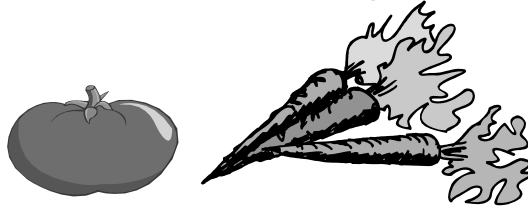
$$\begin{array}{r} 1. \quad 95 \\ +15 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 505 \\ +95 \\ \hline \end{array}$$

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Problem **Solving**

1. Sally is planting some seeds. She plants 15 tomato seeds and 23 carrot seeds. How many seeds does she plant altogether?



Draw three columns that show the ones, the tens, and the hundreds in the problem.

Do you need to regroup? _____

Write the problem and the answer:

Sally planted _____ seeds altogether.

2. John has 63 pennies in a jar. His uncle gives him 19 more pennies to put in the jar. How many pennies does John have now?



Draw three columns that show the ones, the tens, and the hundreds in the problem.

Do you need to regroup? _____

Write the problem and the answer:

John has _____ pennies altogether.

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Directions: Find the sum.

1. 42
 +75

2. 82
 +11

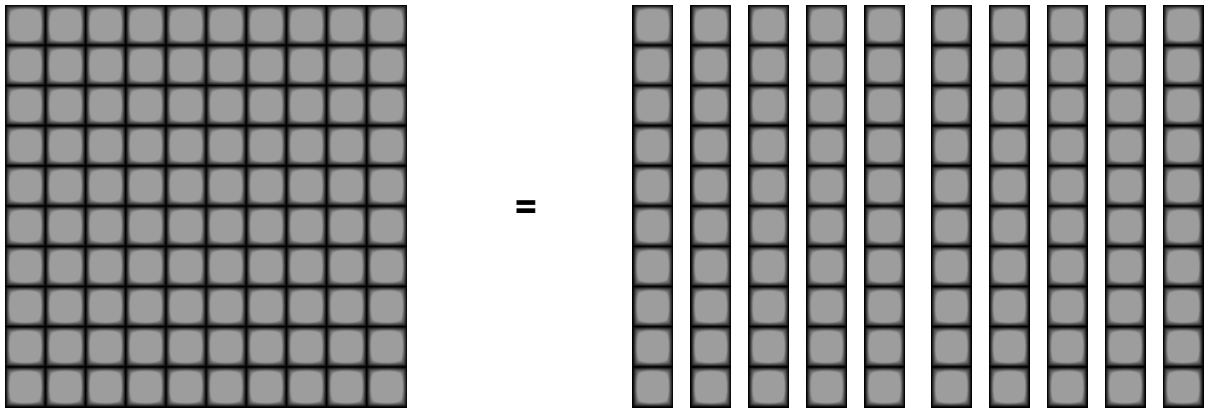
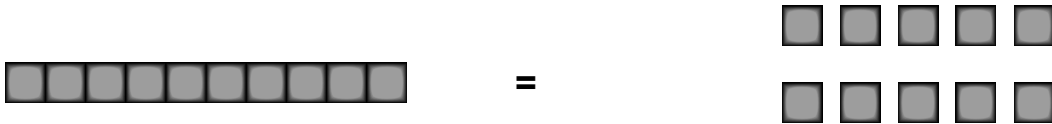
3. 39
 +15

lesson twenty - student resource sheet

Lesson Objective: Subtract multi-digit numbers, with and without regrouping.

Vocabulary Box

regrouping in subtraction — Trading 1 ten for 10 ones or trading 1 hundred for 10 tens. Examples:





Guided Practice

Directions: Complete the following practice problems with your partner. Your teacher will review the answers. Make sure you show all your work.

I. Complete each of the following tasks.

1. Find the difference.

$$\begin{array}{r} 86 \\ - 43 \\ \hline \end{array}$$

2. Find the difference.

$$\begin{array}{r} 72 \\ - 58 \\ \hline \end{array}$$

II. Solve the following problems. Subtract the numbers to find the difference.

1.
$$\begin{array}{r} 96 \\ - 58 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 87 \\ - 34 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 167 \\ - 84 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 68 \\ - 26 \\ \hline \end{array}$$

lesson twenty - student resource sheet



Summary/Closure

A. Vocabulary Words

Match the word to the problem that shows its meaning.

| | |
|---------------|---|
| 1. Regrouping | $\begin{array}{r} 55 \\ -19 \\ \hline 36 \end{array}$ |
|---------------|---|

| | |
|------------------|---|
| 2. No regrouping | $\begin{array}{r} 55 \\ -12 \\ \hline 43 \end{array}$ |
|------------------|---|

B. Summarize What We Learned Today

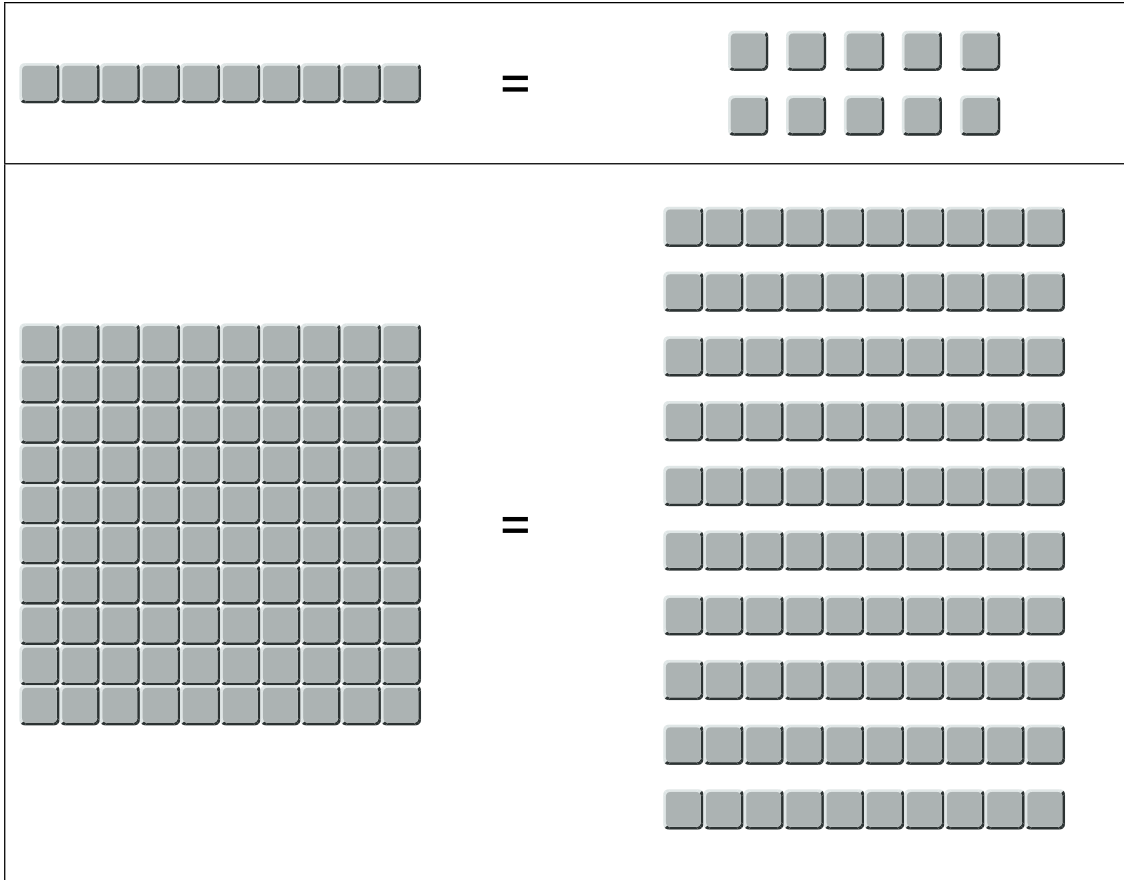
Create two subtraction problems and solve them. One of the problems should have regrouping, and one should have no regrouping.

lesson twenty-one - student resource sheet

Lesson Objective: Subtract multi-digit numbers, with and without regrouping.

Vocabulary Box

regrouping in subtraction — Trading 1 ten for 10 ones or trading 1 hundred for 10 tens. Example:





Independent Practice

Directions: Please complete the following practice problems on your own. Your teacher will review the answers. Make sure you show all your work.

Find the difference.

$$\begin{array}{r} 1. \quad 157 \\ -37 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 50 \\ -45 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 98 \\ -25 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 203 \\ -82 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 756 \\ -443 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 31 \\ -19 \\ \hline \end{array}$$

BONUS?

Directions: Find the differences.

$$\begin{array}{r} 1. \quad 425 \\ -187 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 170 \\ -89 \\ \hline \end{array}$$

lesson twenty-one - student resource sheet

Problem **Solving**

1. Ben is doing a puzzle with 90 pieces. He has put 26 pieces together, so far. How many more pieces does he have left to connect?

Draw three columns and show the ones, the tens, and the hundreds in the first number. Then subtract the second number by crossing out tens or hundreds and regrouping if you need to.

Did you need to regroup? _____

Write the problem and the answer:

Ben needs to put together _____ more puzzle pieces.

2. Ruth has 55 stamps. She uses 10 of them on letters. How many stamps does Ruth have left?

Draw three columns and show the ones, the tens, and the hundreds in the first number. Then subtract the second number by crossing out tens or hundreds and regrouping if you need to.

Do you need to regroup? _____

Write the problem and the answer:

Ruth has _____ stamps left.

lesson twenty-one - student resource sheet



Directions: Find the difference.

1.
$$\begin{array}{r} 93 \\ -64 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 287 \\ -153 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 145 \\ -92 \\ \hline \end{array}$$

