

Lesson four - student resource sheet

Lesson Objective: Add and subtract multi-digit numbers with regrouping.

Vocabulary Box

addend — A number that is added in an addition problem. Example: In $25 + 73 = 98$, the addends are 25 and 73.

regrouping — Arranging numbers into new groups by trading or exchanging ones, tens, or hundreds. Example: Exchanging 10 ones for 1 ten to make 10 ones in subtraction, or trade 10 ones to make 1 ten in addition.



Independent Practice

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

I. Follow these steps to find each addition answer.

Step One:
Add ones.
Regroup if
needed.

Step Two:
Add tens.
Regroup if
needed.

Step Three:
Add hundreds.

1.
$$\begin{array}{r} 897 \\ + 967 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 754 \\ + 952 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 957 \\ + 675 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 468 \\ + 648 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 813 \\ + 158 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 935 \\ + 377 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 962 \\ + 249 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 681 \\ + 789 \\ \hline \end{array}$$

II. Follow these steps to find each subtraction answer.

Step One:
Subtract ones.
If not enough
ones, regroup.

Step Two:
Subtract tens.
If not enough
tens, regroup.

Step Three:
Subtract
hundreds.

1.
$$\begin{array}{r} 561 \\ - 285 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 857 \\ - 686 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 915 \\ - 479 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 774 \\ - 398 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 409 \\ - 246 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 511 \\ - 262 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 649 \\ - 599 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 466 \\ - 198 \\ \hline \end{array}$$

III. Use place value to find each answer. Show all work.

1. Eight hundred thirty-two minus six hundred forty-nine.

2. Three hundred forty-seven plus two hundred eighty-eight.

3. Nine hundred twenty-three minus one hundred sixty-seven.

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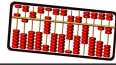
Extend regrouping rules into the thousands place.

1.
$$\begin{array}{r} 5,723 \\ - 1,679 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 3,476 \\ + 5,529 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 8,625 \\ - 6,765 \\ \hline \end{array}$$

Problem Solving



Sam and Sandy are twins. They decided to have a car wash to raise money for a video game that costs \$72.15. Sam made \$35.79 washing cars. Sandy made \$26.48. Their parents said they would pay for the rest of the video game if the twins did not make enough money.

1. How much more money would Sam and Sandy's parents have to pay for the rest of the video game? _____
2. Use what you know about addition, subtraction, place value, regrouping, and problem solving to explain how you determined your answer. Use words, numbers, or both in your explanation.

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1.
$$\begin{array}{r} 721 \\ - 388 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 465 \\ + 479 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 189 \\ + 653 \\ \hline \end{array}$$

lesson five - student resource sheet

Lesson Objective: Model and write numerical fractions.

Vocabulary Box

fraction — A number used to name a part of a group or a whole. The number below the bar is the denominator, and the number above the bar is the numerator. Example: The fraction one-fifth is written $\frac{1}{5}$ and means one part out of five parts altogether.

numerator — The top number of a fraction; the number of parts of the whole. Example: The numerator in $\frac{1}{5}$ is 1.

denominator — The bottom number of a fraction; the number of parts into which the whole is divided. Example: The denominator in $\frac{1}{5}$ is 5.



Guided Practice

I. Directions: Work with your partner and the fraction circles.

1. Draw a fraction circle and color it to show four-fifths. Then, write the numerical fraction for four-fifths.

2. Write a fraction for the part of the fraction circle above that is not colored.

3. Draw a set of 10 squares, and color 4 of them.

4. Write the fraction that is colored above. _____

II. Directions: Practice more by yourself.

1. Write the numerical fraction for six-sevenths. _____

2. Write the numerical fraction for nine-elevenths. _____

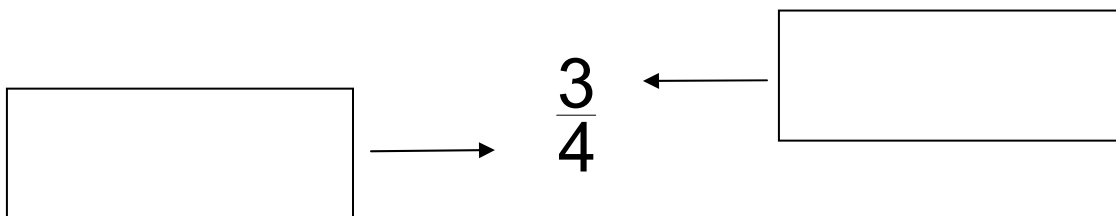
3. Write the numerical fraction for four-ninths. _____



Summary/Closure

A. Vocabulary Words

Directions: Label each part of the fraction



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B. Summarize What We Learned Today

Directions: Draw a fraction circle and a numerical fraction for a fraction of a whole. Next, draw a set (or a group) of squares. Then, color some of them, and write a fraction for this fraction of a group. Finally, explain what we learned today.

lesson six - student resource sheet

Lesson Objective: Model and write numerical fractions.

Vocabulary Box

fraction — A number used to name a part of a group or a whole. The number below the bar is the denominator, and the number above the bar is the numerator. Example: The fraction one-fifth is written $\frac{1}{5}$ and means one part out of five parts altogether.

numerator — The top number of a fraction; the number of parts of the whole. Example: The numerator in $\frac{1}{5}$ is 1.

denominator — The bottom number of a fraction; the number of parts into which the whole is divided. Example: The denominator in $\frac{1}{5}$ is 5.



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

I. Match each word name with its numerical fraction.

1. two-eighths _____	a. $\frac{5}{7}$
2. four-fifths _____	b. $\frac{6}{9}$
3. five-sevenths _____	c. $\frac{4}{5}$
4. one-half _____	d. $\frac{5}{5}$
5. six-ninths _____	e. $\frac{3}{5}$
6. three-fifths _____	f. $\frac{7}{11}$
7. one whole _____	g. $\frac{2}{8}$
8. seven-elevenths _____	h. $\frac{1}{2}$

II. Write the numerical fractions to complete the table.

The Set	Part that is As	Part that is Bs	Part that is Cs
AABCCABB			
CABCABCBCB			
BBBBCAA			
AAABBBCCA			

III. Draw and shade a picture for each set, then write the numerical fractions.

1. Seven balls out of ten are black.
2. Two blocks out of eight are yellow.
3. Five out of the twelve eggs are colored.



Directions: Write a numerical fraction for each.

1. Four out of seven girls played the game. _____
2. Eight out of the thirteen pets were dogs. _____
3. What fraction of the pets above were not dogs? _____

lesson six - student resource sheet

Problem **Solving**

Paulie the Painter had to paint four rooms inside Mrs. Smith's house. Each room he had to paint had four walls. At lunchtime, Mrs. Smith asked how many more walls Paulie had to finish. Paulie told Mrs. Smith that he was $\frac{3}{4}$ of the way finished.

1. What fraction of Paulie's painting job was left to do? _____

2. How many more walls did Paulie the Painter have to finish? _____

3. Use what you know about fractions and problem solving to explain how you determined your answer. Use words, numbers, or both in your explanation.



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1. Directions: Use the words *denominator*, *fraction*, and *numerator* once to complete the following sentence.

In a _____, the _____ is the top number and the _____ is the bottom number.

2. Directions: Draw an example of a fraction of a whole, and write its numerical fraction.

3. Directions: Draw an example of a fraction of a set, and write its numerical fraction.