lesson four - student resource sheet

Lesson Objective: Understand and identify place value through 999. Understand the concept of equivalence, exchanging 10 ones for one ten and 10 tens for one hundred.

Vocabulary Box

ones place — The position of the last or only digit in a number, where the number is equal to its regular value. Example: In the number, 128, 8 is in the ones place, so eight ones equal eight.

tens place — The position of the second to last digit in a number, where the number is equal to 10 times its value. Example: In the number, 128, 2 is in the tens place, so two tens equal 20.

hundreds place — The position of the third to last digit in a number, where the number is equal to 100 times its value. Example: In the number, 128, 1 is in the hundreds place, so one hundred equals 100.

Independent Practice

I. Directions: Write the digit in the ones place for each number.

1. 198 _____ **2.** 943 _____ **3.** 567 _____

II. Directions: Write the digit in the tens place for each number.

1. 198 _____ **2.** 943 _____ **3.** 567 _____

III. Directions: Write the digit in the hundreds place for each number.

1. 198 _____ **2.** 943 _____ **3.** 567 _____

IV. Directions: Write the number that matches each set of ones, tens, and hundreds.

1. 9 hundreds, 0 tens, and 3 ones _____

2. 4 hundreds, 2 tens, and 0 ones _____

3. 0 hundreds, 6 tens, and 2 ones _____

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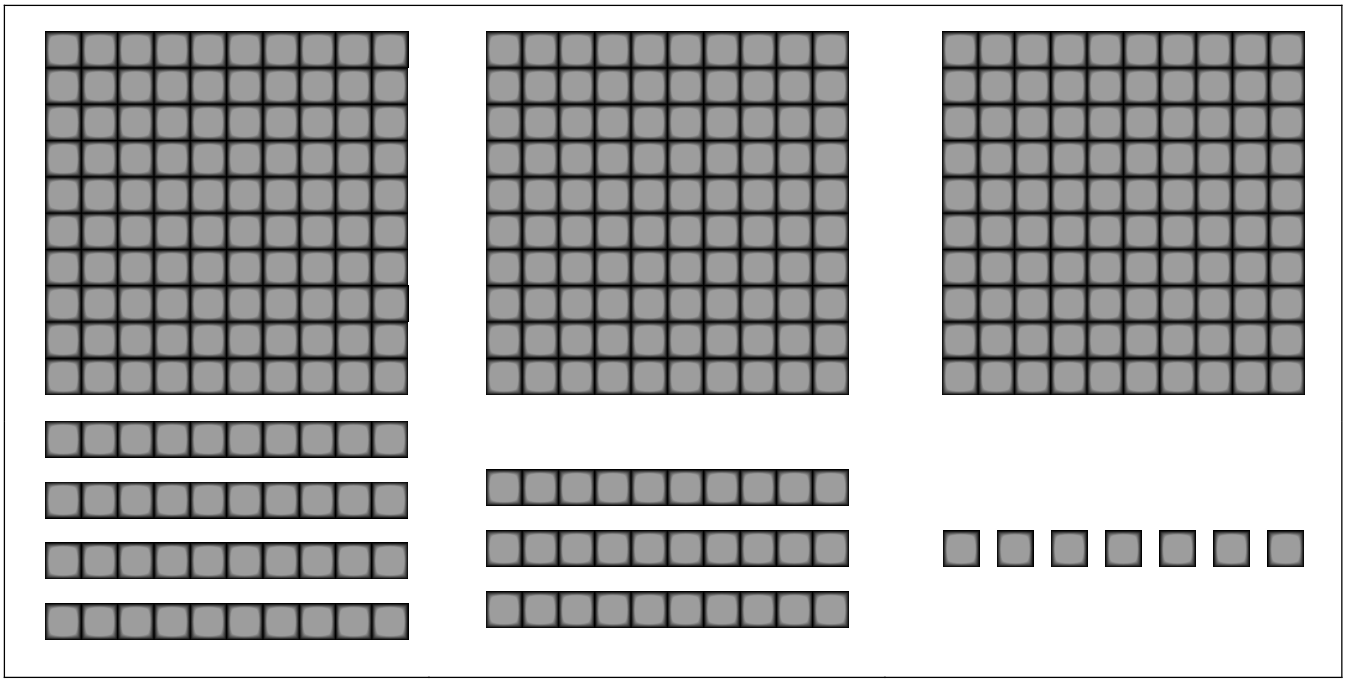
BONUS?

Directions: Add the second group of base ten blocks onto the first group of base ten blocks. Then write the number that shows the amount of all the base ten blocks put together.

1._____



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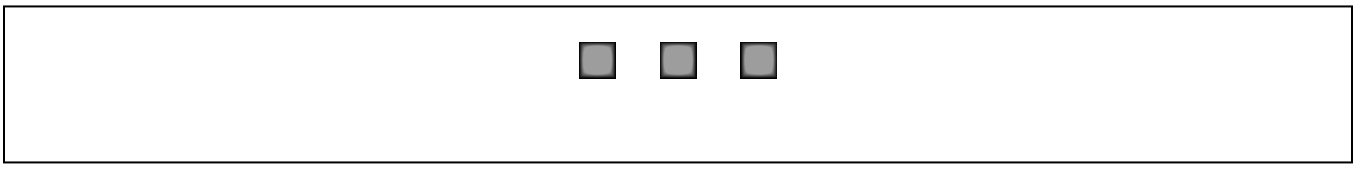
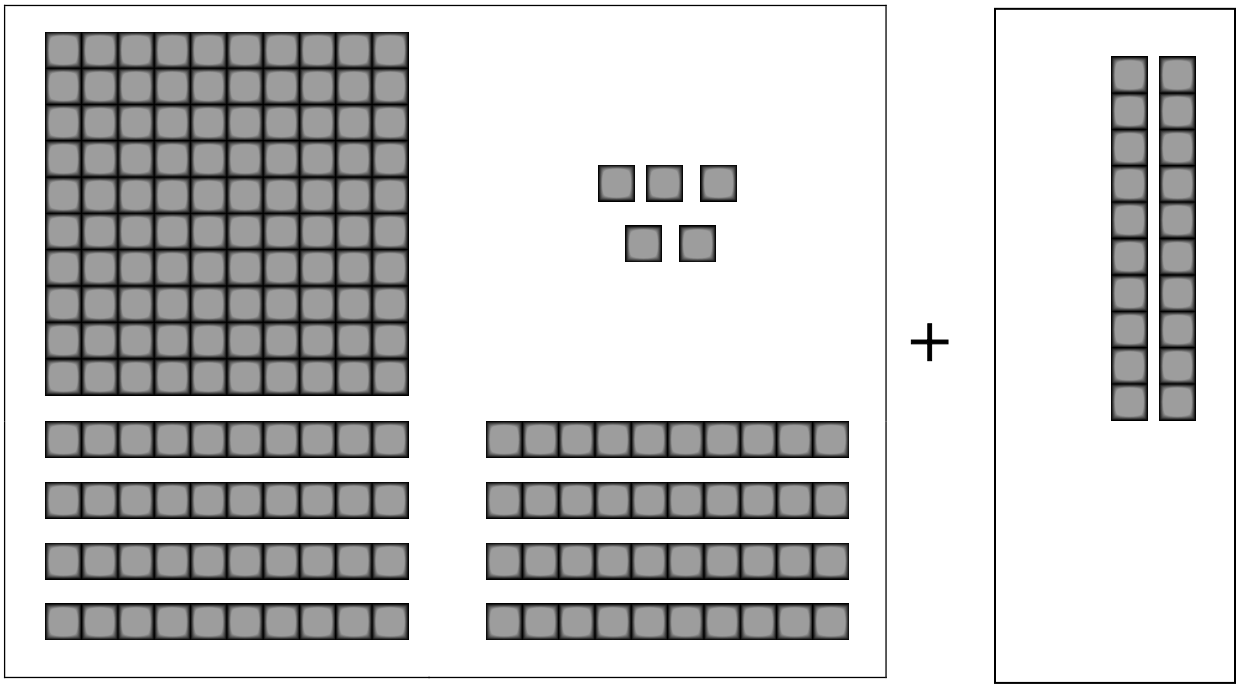


2. _____



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Problem Solving

Sandy has 20 star stickers and 25 heart stickers. Miguel has 10 star stickers and 20 heart stickers. How many stickers do Sandy and Miguel have altogether?

1. Use the place value chart and base ten blocks to show how many star stickers there are altogether.

   _____ tens and _____ ones = _____ star stickers

2. Use the place value chart and base ten blocks to show how many heart stickers there are altogether.

   _____tens and _____ ones = _____ heart stickers

3. How many groups of ten are there in 30 + 45? _____

4. How many ones are there in 30 + 45? _____

5. What is the answer to the problem?

   _____

Directions: What are the place values for each of the numbers?

1. **507**

   _____ is in the ones place.

   _____ is in the tens place.

   _____ is in the hundreds place.

2. **490**

   _____ is in the ones place.

   _____ is in the tens place.

   _____ is in the hundreds place.

3. **97**

   _____ is in the ones place.

   _____ is in the tens place.

   _____ is in the hundreds place.

lesson five - student resource sheet

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

Vocabulary Box

vertical — Positioned up to down. Example:

horizontal — Positioned side to side. Example:

Guided Practice

Directions: Please 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.

$$\begin{array}{r} 372 \\ -\ 222 \\ \hline \end{array}$$

2. Find the sum.

452 + 213 = _____

II. Solve the following problems.

1. 812
   +127

2. 417
   -314

3. 61
   +18

4. 333 - 202 = _____

5. 216 + 570 = _____

Summary/Closure

A. Vocabulary Words

Directions: Write a math problem next to each word that matches the word.

1. horizontal:

2. vertical:

B. Summarize What We Learned Today

244 + 53 = _____

Draw ones, tens, and hundreds on the place value chart to show the above problem.

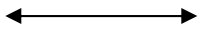
Hundreds	Tens	Ones

lesson six - student resource sheet

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

Vocabulary Box

vertical — Positioned up to down. Example:

horizontal — Positioned side to side. Example: 

Independent Practice

Directions: Complete the following practice problems on your own. Your teacher will review the answers. Make sure you show all your work. You may decide to rewrite the problems vertically to solve.

I. Find the sums and differences.

1. 521
   -311

2. 614
   +245

3. 925
   -825

4. 413 + 82 = ___

5. 76 - 31 = ___

6. 354 – 331 = ___

7. 746 + 142 = ___

BONUS?

Directions: Fill in the missing numbers.

1.
$$\begin{array}{r} 3\,8__ \\ -1\,7\,0 \\ \hline 2\,1\,0 \end{array}$$

2.
$$\begin{array}{r} 3\,6\,5 \\ +1__\,3 \\ \hline 4\,8\,8 \end{array}$$

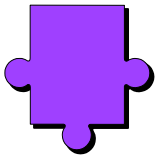
3. 424 + ____ = 739

lesson six - student resource sheet

Problem Solving

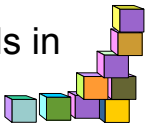
1. Ruby is doing a puzzle with 175 pieces. So far, she has connected 64 of the pieces. How many pieces are still loose?

   Draw three columns to show the ones, tens, and hundreds in the problem.
   Write the problem and the answer.



2. Miles built a tower out of 45 blocks. Pat built a tower out of 32 blocks. How many blocks did they use altogether?

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



Directions: Find the sums and differences.

1. 499 - 375 = _____

2. 281 + 617 = _____

3. 615
   -112