

lesson ten - student resource sheet

Lesson Objective: Add whole numbers with regrouping.

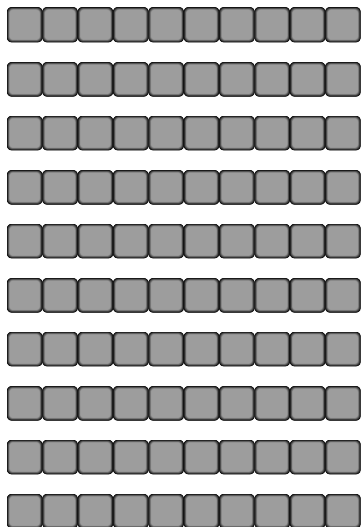
Vocabulary Box

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

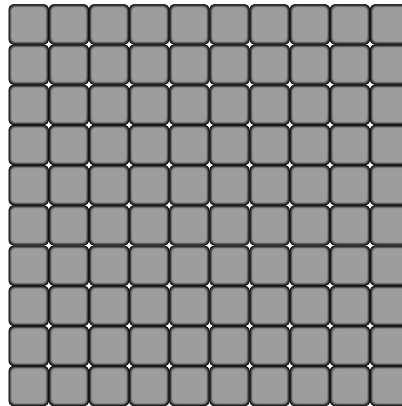
Examples:



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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.

I. Find the sum.

$$\begin{array}{r} 1. \quad 27 \\ + 37 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 64 \\ + 45 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 58 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 73 \\ + 52 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 16 \\ + 34 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 11 \\ + 49 \\ \hline \end{array}$$

BONUS?

Directions: Find the sum.

$$\begin{array}{r} 1. \quad 85 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 306 \\ + 95 \\ \hline \end{array}$$

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Problem **Solving**

1. Ryan is doing a puzzle with 125 pieces, at one end of a table. His brother is doing a different puzzle with 80 pieces, at the other end of the table. How many puzzle pieces are on the table altogether?

Draw three columns that show the ones, the tens, and the hundreds in the problem. Cross out ones or tens and add tens or hundreds to show how you regroup.

Write the problem and the answer.

2. Ann has 43 pennies in a jar. Her father gives her 17 more pennies to put in the jar. How many pennies does Ann have now?

Draw three columns that show the ones, the tens, and the hundreds in the problem. Cross out ones or tens and add tens or hundreds to show how you regroup.

Write the problem and the answer.



Directions: Find the sum.

1. 82
 + 75

2. 67
 + 16

3. 89
 + 34

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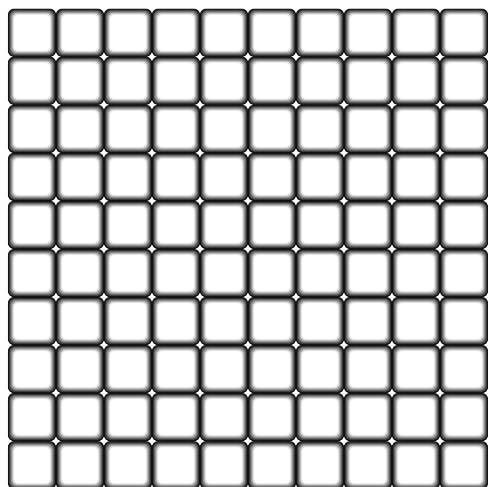
Lesson Objective: Subtract whole numbers with regrouping.

Vocabulary Box

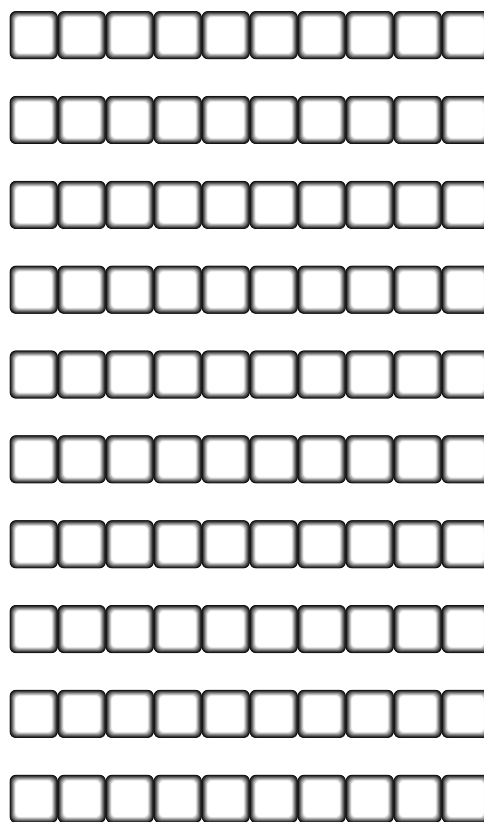
regrouping in subtraction — Trading 1 ten for 10 ones or trading 1 hundred for 10 tens.

Examples:

$$\square\square\square\square\square\square\square\square\square\square = \square\square\square\square\square\square\square\square\square\square$$



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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. Find the difference.

$$\begin{array}{r} 1. \quad 61 \\ - 43 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 82 \\ - 58 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1. \quad 96 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 215 \\ - 54 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 267 \\ - 184 \\ \hline \end{array}$$

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Summary/Closure

A. Vocabulary Words

Write a sentence, in your own words, that explains the meaning of regrouping in subtraction problems.

B. Summarize What We Learned Today

$$54 - 28 = \underline{\hspace{2cm}}$$

Show the number of ones and tens in 54 on the place value chart. Trade tens and ones to show how you can regroup in subtraction to solve the problem.

TENS	ONES

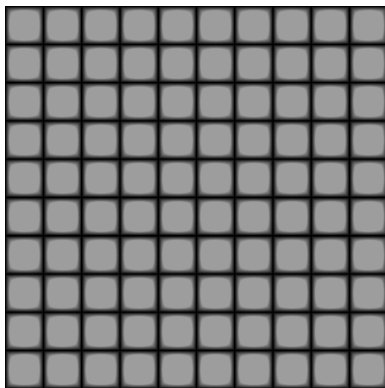
lesson twelve - student resource sheet

Lesson Objective: Subtract whole numbers with regrouping.

Vocabulary Box

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

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.

I. Find the difference.

$$\begin{array}{r} 1. \quad 127 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 64 \\ - 45 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 50 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 103 \\ - 52 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 316 \\ - 243 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 91 \\ - 49 \\ \hline \end{array}$$

BONUS?

Directions: Find the difference.

$$\begin{array}{r} 1. \quad 205 \\ - 137 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 370 \\ - 95 \\ \hline \end{array}$$

lesson twelve - student resource sheet

Problem **Solving**

1. Lynn is doing a puzzle with 125 pieces. She has put 30 pieces together, so far. How many more pieces does she have left to connect?

Draw three columns that show the ones, the tens, and the hundreds in the first number. Trade tens for ones or hundreds for tens and cross out tens or hundreds to show how you regroup.

Write the problem and the answer.

2. Ann has 43 dollars. She spends 15 of them on a movie and ice cream. How many dollars does Ann have left?

Draw three columns that show the ones, the tens, and the hundreds in the first number. Trade tens for ones or hundreds for tens and cross out tens or hundreds to show how you regroup.

Write the problem and the answer.



Directions: Find the difference.

1. 82
 - 75

2. 207
 - 53

3. 63
 - 39