

Math

This section consists of two weeks of activities for math. This is an optional schedule. Feel free to work ahead or pick and choose your activity for the day. There are also math videos created by Mr. Ranson and Mr. Schulz that are helpful with the activities for week 2. The videos are available at the following links:

May 26th: <https://youtu.be/vlEdq6wSTVw>. & <https://youtu.be/WC1MgLS7B9U>. & <https://youtu.be/JvIVcYJDb8I>

May 18 Activity: Camping Equipment Students will work on addition and subtraction skills when determining what items to purchase. 2 Pages	May 19 Activity: Camping Food Use the chart showing the prices of food items and the half pages for each child to determine how much money the children have to spend or if they have enough money. 8 Pages	May 20 Activity: The Campground Use the included ruler to practice measuring items to the nearest inch. Then, use the measurements to create your campsite using the included graph paper. 10 Pages 	May 21 Activity: Going on an Animal Hunt There are 10 pictures of animals. Use them to answer the questions and create a fraction. A. The bears is an example. 6 Pages	May 22 Activities: Time for S'mores & Gone Fishing You will be using the pictures (arrays) to make repeated addition and multiplication sentences. Then, use the data chart to create a graph. 8 Pages 
May 25 Memorial Day	May 26 Activity: Subtracting with regrouping	May 27 Activity: Subtracting with regrouping 	May 28 Activity: Addition with regrouping.	May 29 Activity: Addition with regrouping. 

Remember, look for the camera and cell phone image and take a picture of the completed papers with the image at the bottom of the paper and submit them to your classroom teacher.



Week 2 May 25 - 29

With the difficult times we are currently going through, we hope everyone has a wonderful holiday weekend and is staying healthy.

For week two, we have included additional resources for helping with addition and subtraction with regrouping. There are Dot cards for ones, tens and hundreds. You do not have to use them if you are comfortable with carrying and borrowing. If you or your child would like to use them, please cut them out so you have 10 groups of 10, 20 1's and 10 100's. We have also included examples pages to assist with directing students. For addition and subtraction with regrouping, Mr. Ransom and Mr. Schulz have YouTube videos that are on the Pathfinder website to help both parents and students. We realize that some of the way we are teaching students is much different than when we were taught. Students should utilize the method they are most comfortable using.

_____'s Camping Trip

Congratulations!

You get to go on a camping trip next weekend with your best friend!
The only catch is that YOU are in charge of planning everything out.

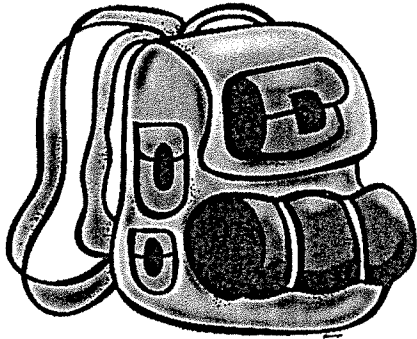
Sharpen those math skills & get ready to plan out the
BEST camping weekend EVER!



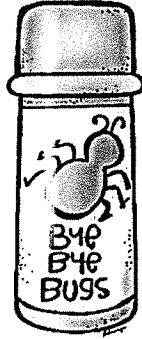
Camping Equipment

Budget: \$ 100

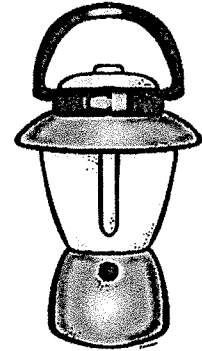
May 18th



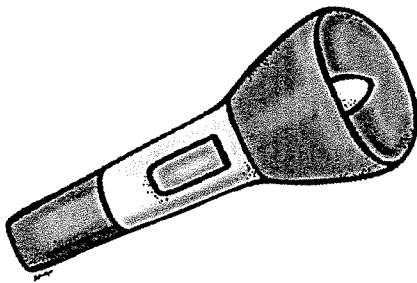
Backpack
\$15



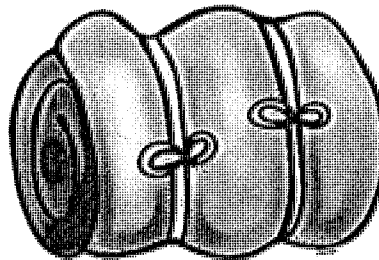
Bug Spray
\$2



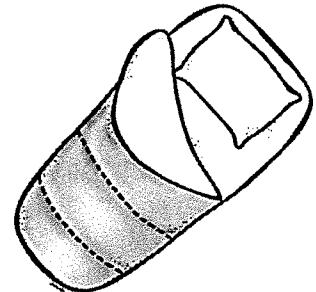
Lantern
\$12



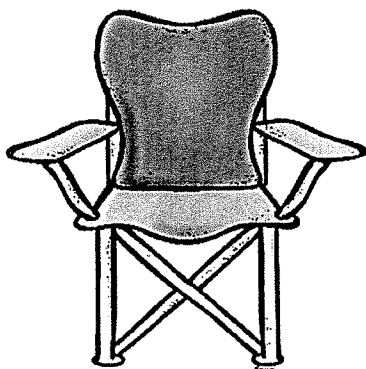
Flashlight
\$7



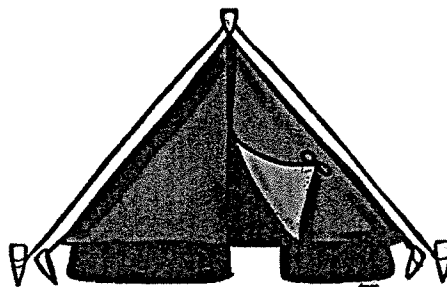
Sleeping Bag
\$15



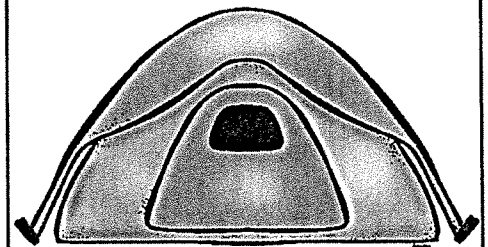
Extra Plush
Sleeping Bag
\$20



Camping Chair
\$10



Simple Tent
\$25



Fancy Tent
\$35

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an overnight: camping trip

title:	Camping Schedule	Animal Hunt May 21 st	S'more Time May 22 nd	Gone Fishin' May 22 nd
skills:	Telling Time, Elapsed Time	Fractions	Multiplication, Arrays, Repeated Addition	Data & Graphing
route:	Students create a schedule for themselves for Saturday and Sunday. There are various activities that they *must* do and activities they can choose to do. They have to make sure they leave enough time for the different activities.	Students participate in a scavenger hunt around the room to gather data & record fractions about the different animals they saw on a hike.	Students meet other kids at the campground and invite them over for s'mores. They must make sure they have enough supplies for everyone. Students go on a scavenger hunt to identify arrays (of ingredients), multiplication sentences, and answer challenging questions.	Students get data of the different fish their friends caught. They must create a bar graph of the data and answer some questions from the park ranger about their graph and data.
differentiation:	The circle menu uses times to the quarter hour, and the square menu uses times to the five minutes.	N/A	Students who aren't ready for the challenging questions can just record the multiplication and repeated addition sentences from the task cards on the circle sheet.	The circle and square version contain different numbers, with the square version bars on the graph will fall in between numbers.

Camping Equipment

* May 18th *

Remember, it is just YOU and ONE friend!

Here is what you HAVE to get – you can always get more than this!

- You and your friend can share a tent if you wish.
- Each camper needs their own camping chair.
- Each camper needs their own bug spray.
- Each camper needs their own sleeping bag.

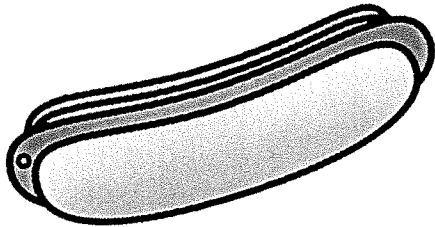


Camping Item	How many are you buying?	Price	Total
Backpack			
Bug Spray			
Lantern			
Flashlight			
Sleeping Bag			
Extra Plush Sleeping Bag			
Camping Chair			
Simple Tent			
Fancy Tent			
		TOTAL:	

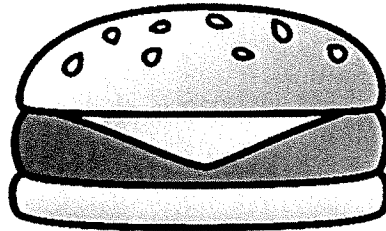
Camping Food

May 19th

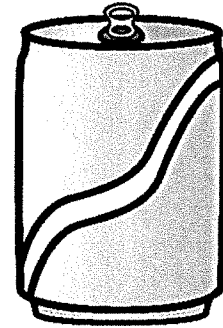
You've got your camping equipment, now just one more stop before you head to the campground. You have to stop at the store to get some yummy camping food!



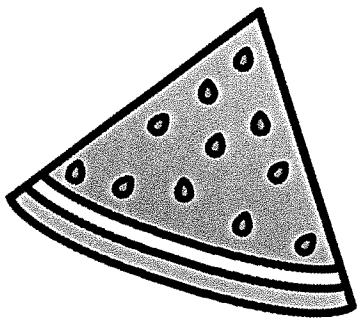
Hot Dogs
\$2.50



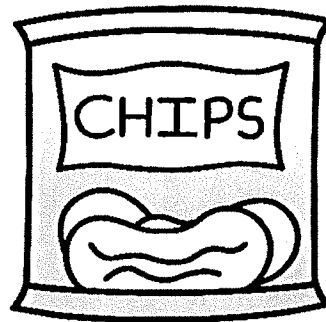
Cheeseburgers
\$3.25



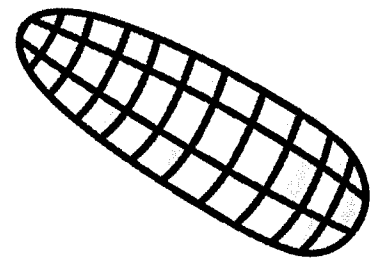
Soda
\$1.50



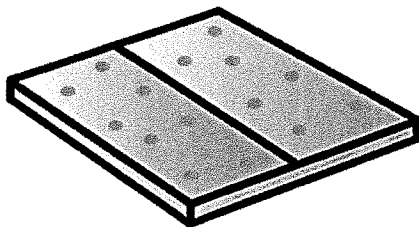
Watermelon
\$1.75



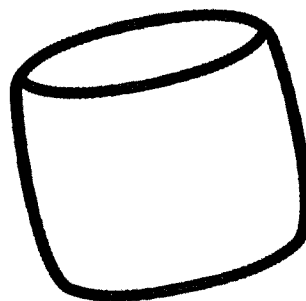
Potato Chips
\$0.75



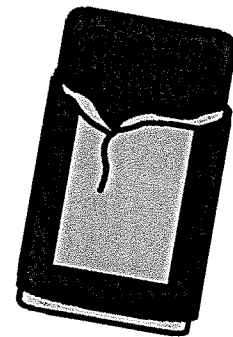
Corn on the Cob
\$1.25



Graham
Crackers
\$2.25



Marshmallows
\$1.75

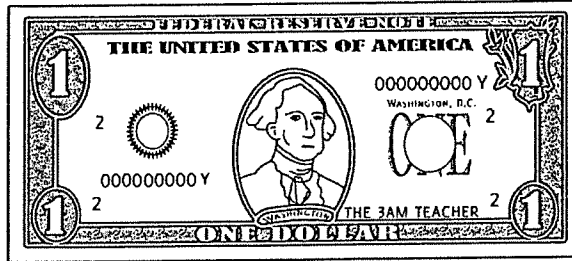
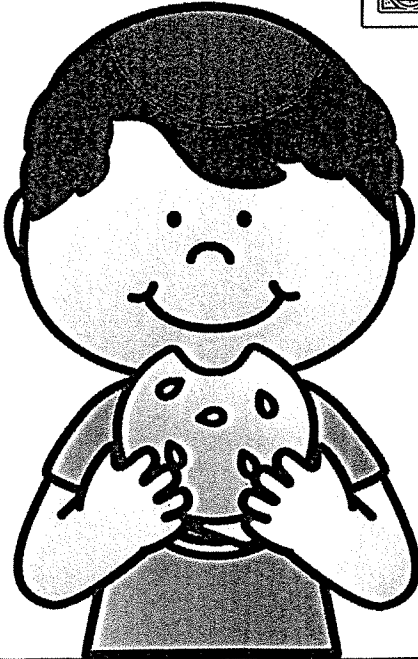


Chocolate Bar
\$2.50

May 19th

A.

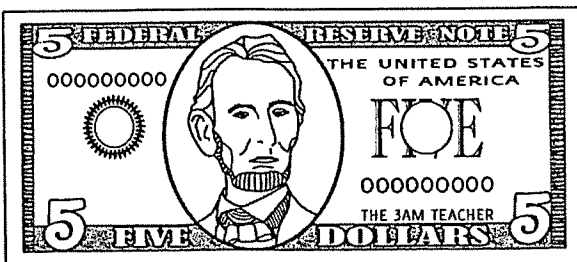
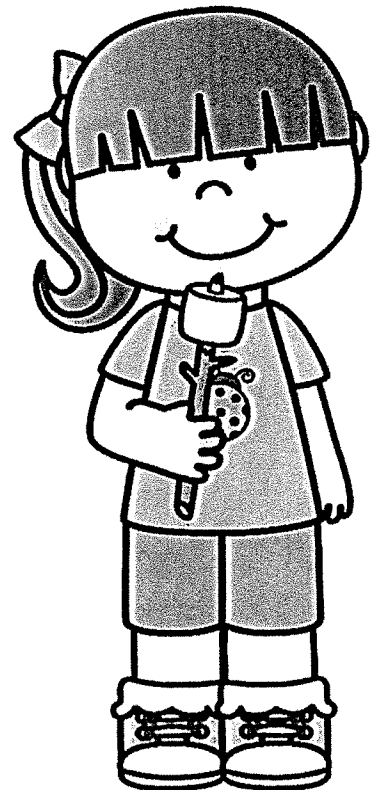
Carlos



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B.

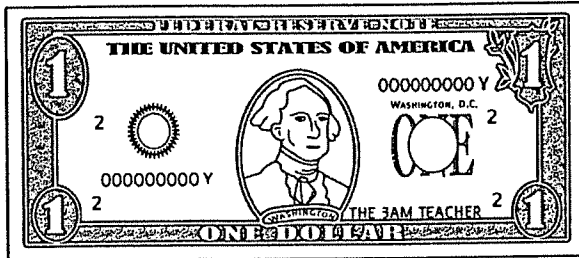
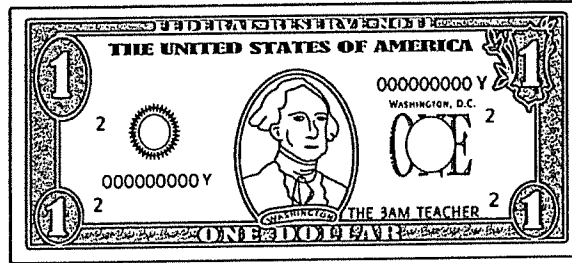
Lisa



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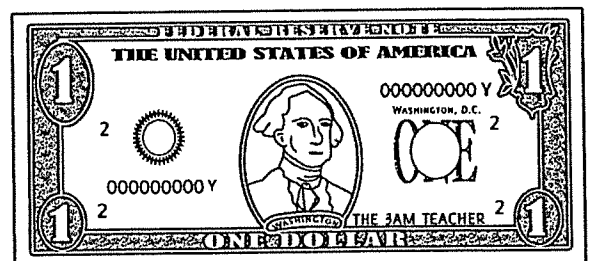
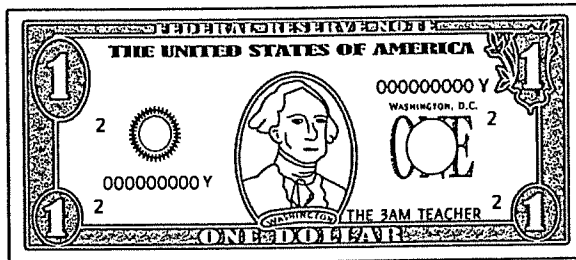
May 19th

C.



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D.

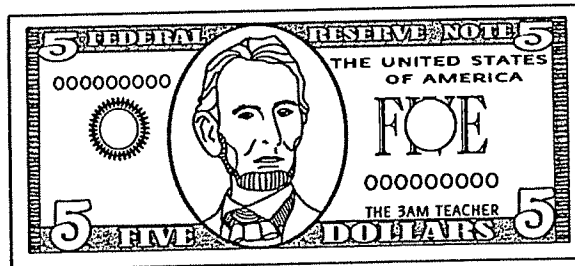


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Mon 19th

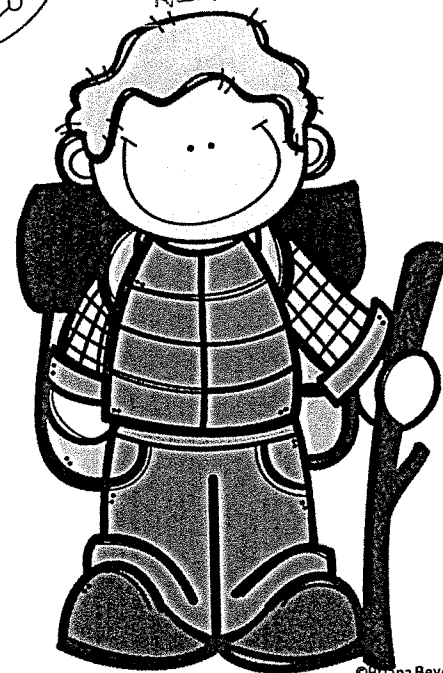
E.

Trev



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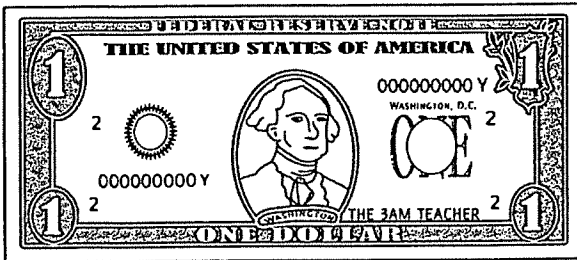
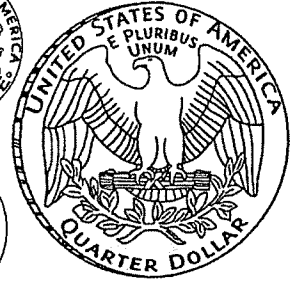
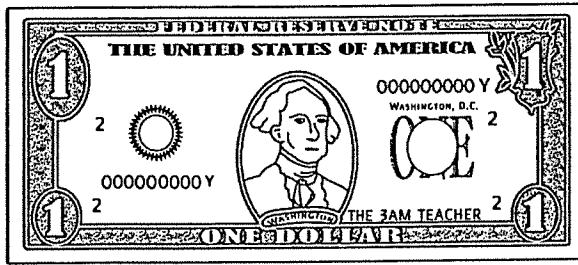
F.



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Man 19m

G.



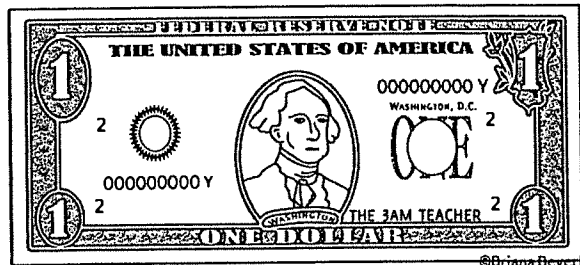
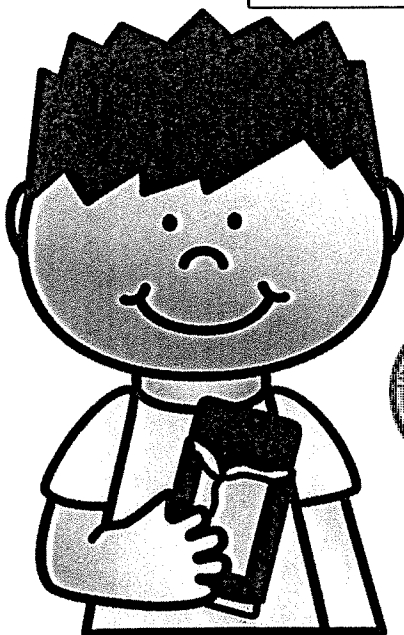
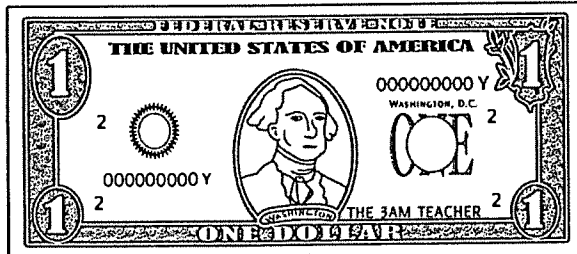
Destinque



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H.

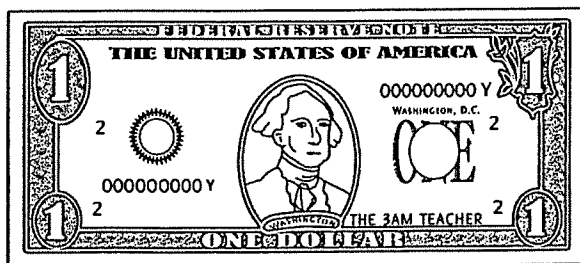
Jack



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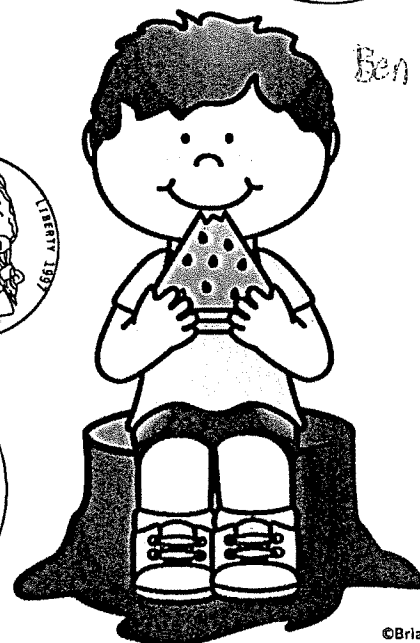
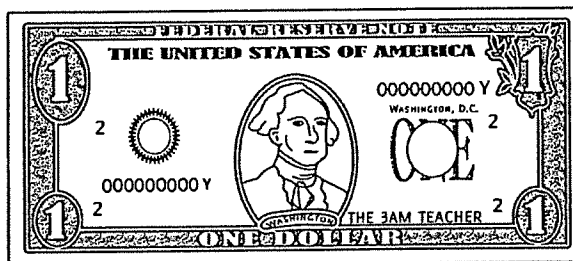
May 1945

I.



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J.



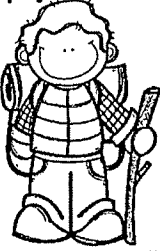
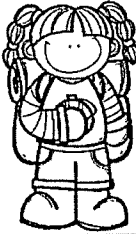
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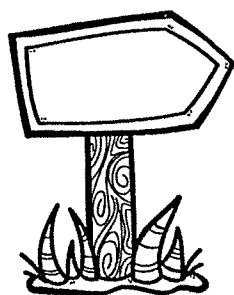
Camping Food

May 19th

You've got your camping equipment – now just one more stop before you head to the campground. You have to stop at the grocery store to get some delicious camping food! The store is FULL of other kids going camping this weekend too, and some of them need a little bit of help.

A. I want to buy a cheeseburger! 	• How much money does Carlos have? _____ • How much more does he need for the cheeseburger? _____
B. I want to buy all of the ingredients to make s'mores! 	• How much money does Lisa have? _____ • How much more money does she need? _____
C. I want to buy two hot dogs to cook! 	• How much money does Tara have? _____ • How much more does she need for the two hot dogs? _____
D. I am going to buy 2 ears of corn on the cob! 	• How much money does Jess have? _____ • How much change will she get back after she buys two ears of corn? _____
E. I need to buy three bags of marshmallows. 	• How much money does Trey have? _____ • How much change will he get back after he buys three bags of marshmallows? _____

F. I have just enough money for two things! 	• How much money does Ken have? _____ • He buys two items and receives no change back. What two items did he buy? _____
G. I have just enough money for two things! 	• How much money does Destinique have? _____ • She buys two items and receives no change back. What two items did she buy? _____
H. I bought a chocolate bar. What else can I buy? 	• How much money does Jack have? _____ • He buys a chocolate bar and one other item. What could the other item be? _____
I. Hmm...what can't I buy? 	• How much money does Carly have? _____ • What items can she not afford to buy? _____ _____
J. I want to buy two watermelons. 	• How much money does Ben have? _____ • How much more money does he need to buy two watermelons? _____



Challenge! If a camper comes in with the following shopping list, how much money will they need?

- 2 Cheeseburgers
- 1 Hot Dog
- 3 Sodas
- S'mores Ingredients

\$ _____

12-Inch Ruler

Lesson 9-4

NAME

DATE

May 20th

Cut out the ruler
and use it to measure
the camping equipment
on the following pages.
Then, fill out the
chart with the
lengths and use
the information
to make a
camp map.
on the
graph
paper.

0 inches (in.)

The Campground

May 20th



First, you must measure all of the different camping equipment.

Camping Equipment	How many in.?	Camping Equipment	How many in.?
A. Picnic Table		G. Fancy Tent	
B. Fire pit		H. Grill	
C. Camping Chair		I. Restroom	
D. Extra Plush Sleeping Bag		J. Simple Tent	
E. Lantern		K. Sleeping Bag	
F. Log		L. Backpack	

Then, think about the camping equipment you chose to buy earlier.

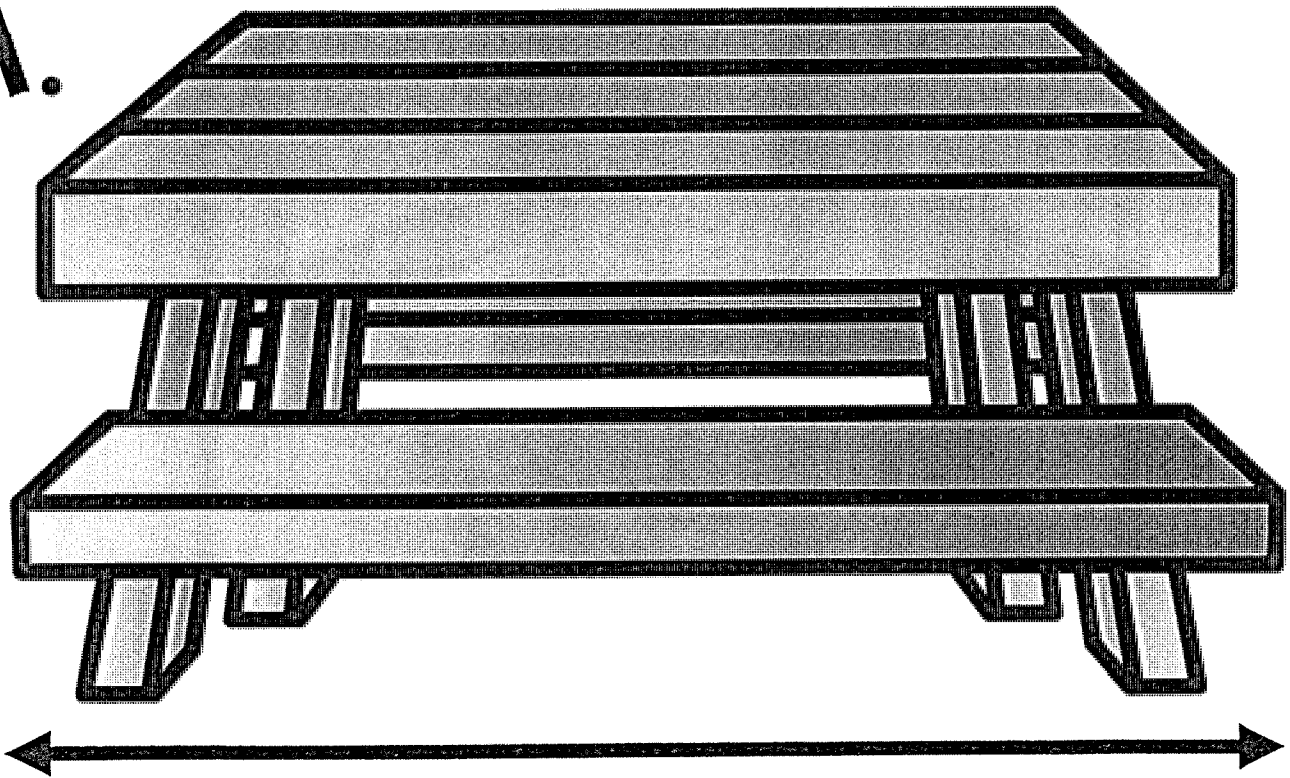
You'll need to plan out what the campground will look like – each piece of equipment needs the correct amount of space. For example, if the fancy tent is 4 inches long, it will need a space that's 4 inches long as well. Also, if you bought more than one of something, each piece of equipment will need its own space. For example, if you have two camping chairs, they will each need a space that is ___ inches. Remember to leave room for walkways!

Each campground comes with:

1 picnic table, 1 fire pit, 2 logs, 1 grill, and 1 restroom.

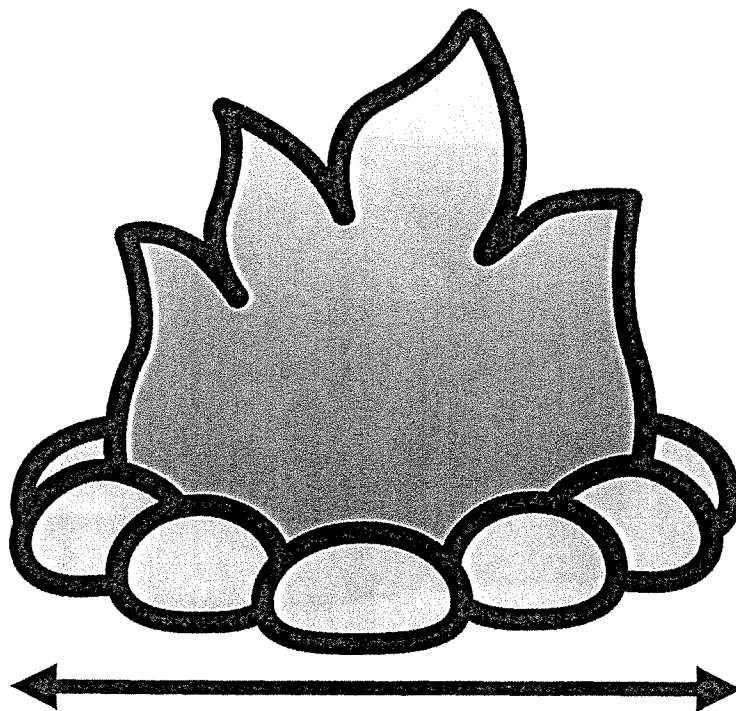
The rest of the equipment comes from what you purchased earlier.

A.



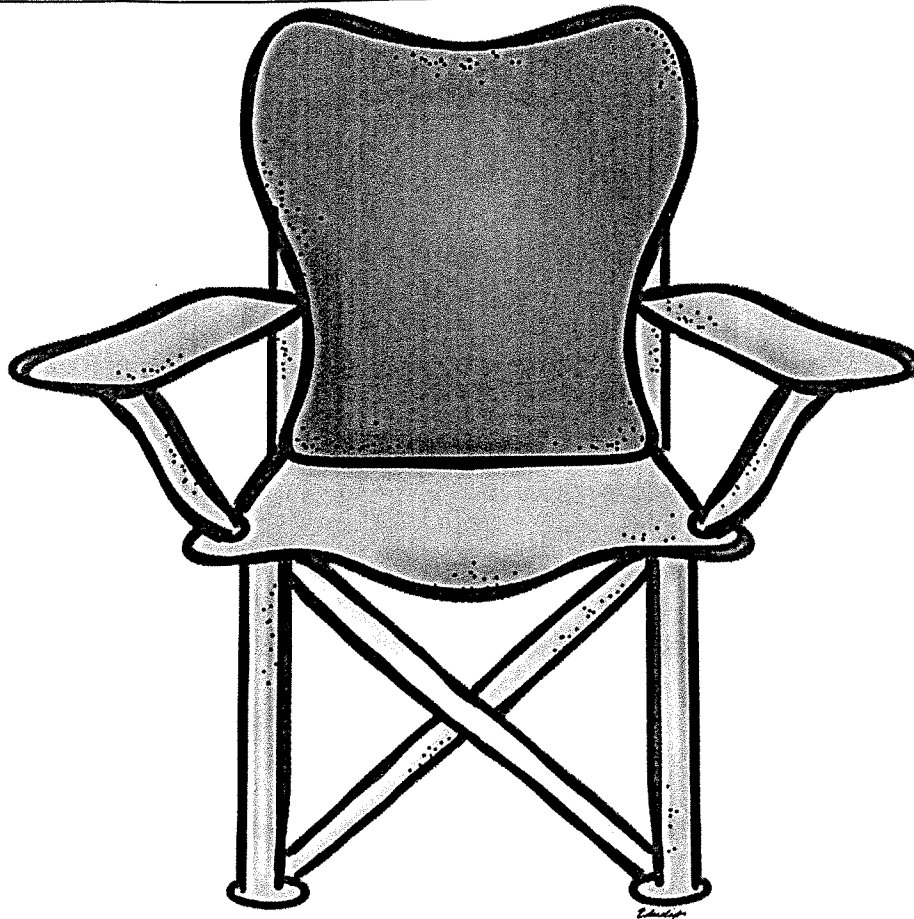
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B.



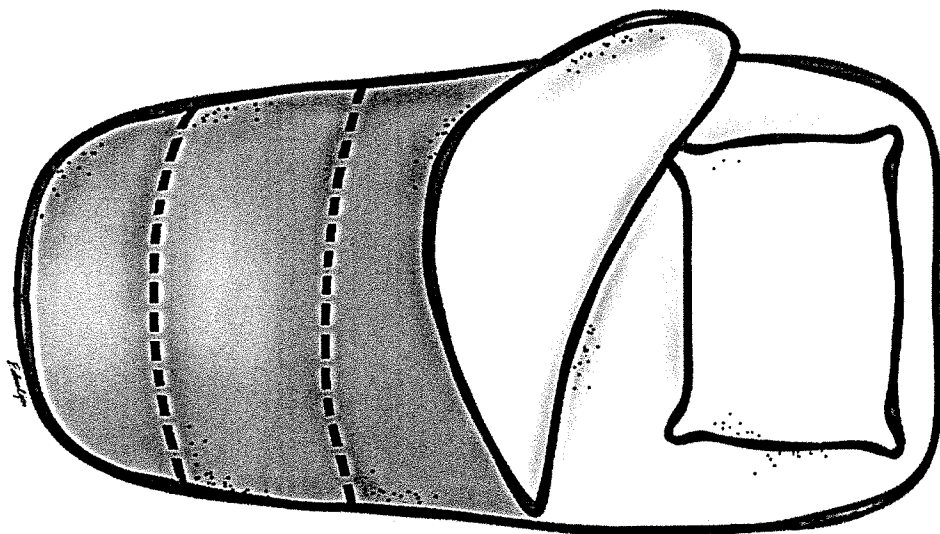
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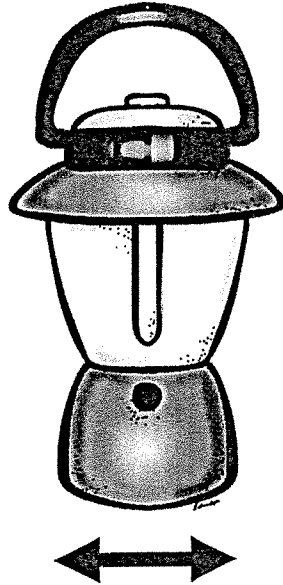
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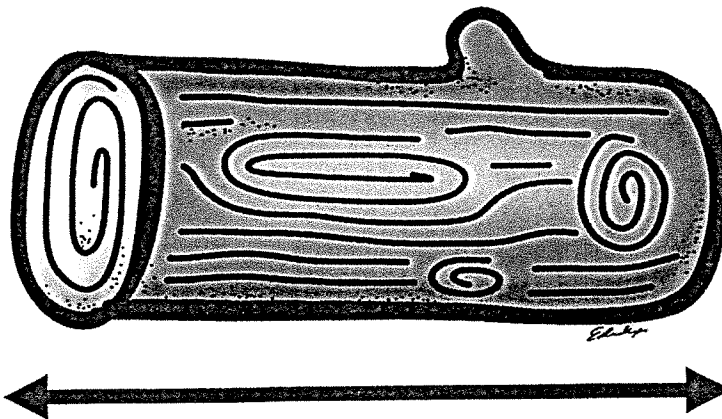


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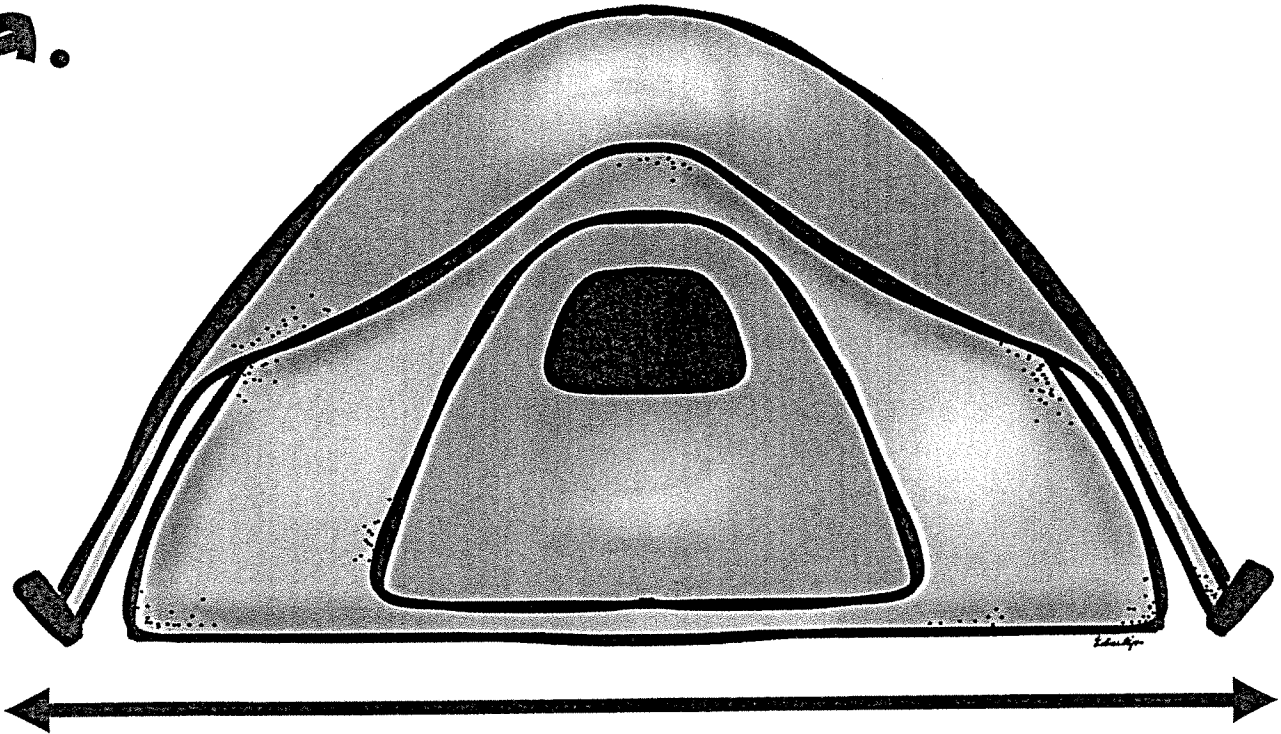
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F.



G.



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H.

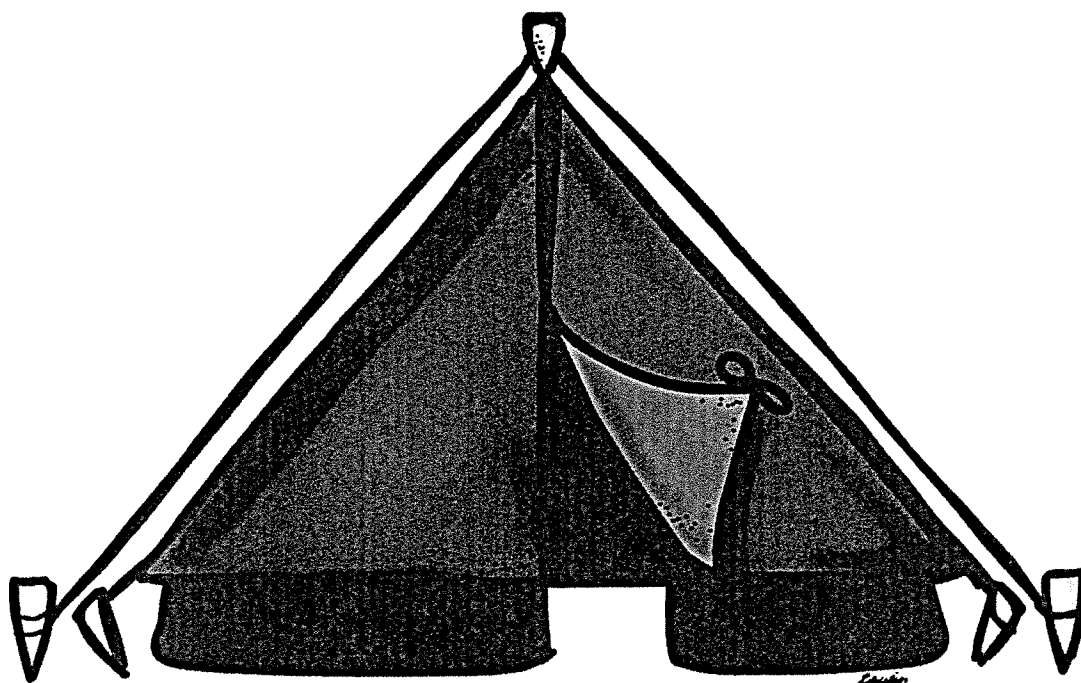


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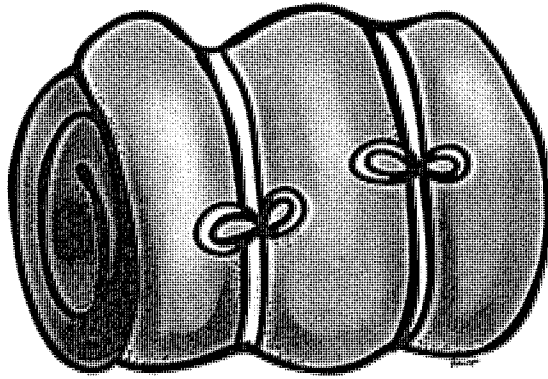


J.



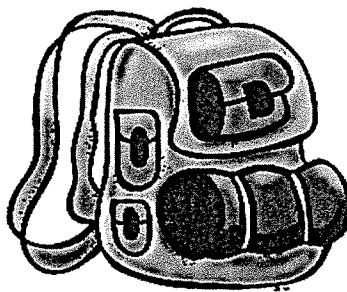
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

K.



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L.



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The Campground

May 20th - Example

1 sq. inch = 1 sq. ft.

| | | | | | | | |
|-------------|---|---------------|---------------|---|---|--|--|
| Picnic
x | x | Table
x | 6 inches
x | x | x | | |
| | | | | | | | |
| | | Fire Pit
x | 4 inches
x | x | x | | |
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The Campground

May 20th

1 sq. inch = 1 sq. ft.

| | | | | | | | |
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Going on an Animal Hunt

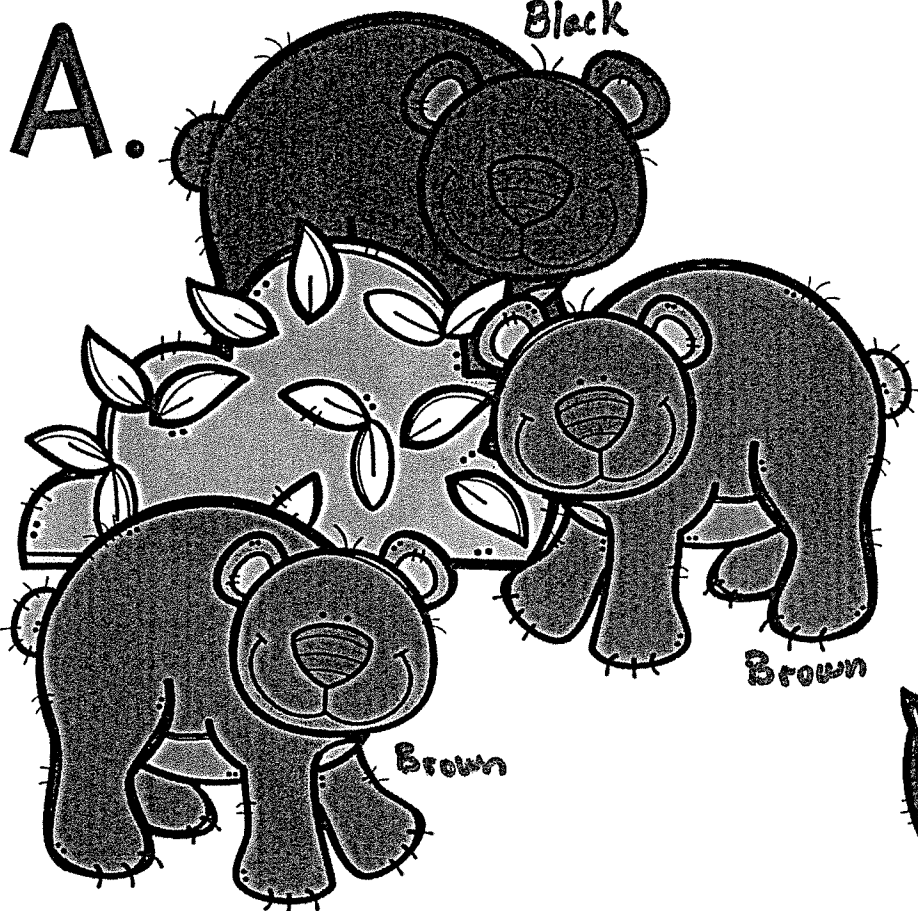
It's time to go on an animal hunt in the wild. Visit the different areas and check out the animals you see. Write your findings as a **fraction**.

| | Question: | Fraction: | Question: | Fraction: |
|----|---|------------------------------------|--|------------------------------------|
| A. | How many bears were black? <u>1</u> | $\frac{1}{4} = \text{Black Bears}$ | How many bears were brown? <u>3</u> | $\frac{3}{4} = \text{Brown Bears}$ |
| B. | Out of the animals you saw, how many were mice? | | Out of the animals you saw, how many were birds? | |
| C. | How many of the deer you saw had antlers? | | How many of the deer did not have antlers? | |
| D. | How many rabbits were white and gray? | | How many rabbits were brown? | |
| E. | Out of the animals you saw, how many were wolves? | | Out of the animals you saw, how many were foxes? | |
| F. | Out of these animals, how many were land animals? | | How many were pond animals? | |
| G. | Out of these animals, how many were brown? | | How many were black and white? | |
| H. | How many of the birds you saw were blue birds? | | How many were black birds? | |
| I. | Out of the animals you saw, how many were moose? | | How many were bears? | |
| J. | Out of the pond animals you saw, how many were ducks? | | How many were frogs? | |

A.

Black

May 21



Brown

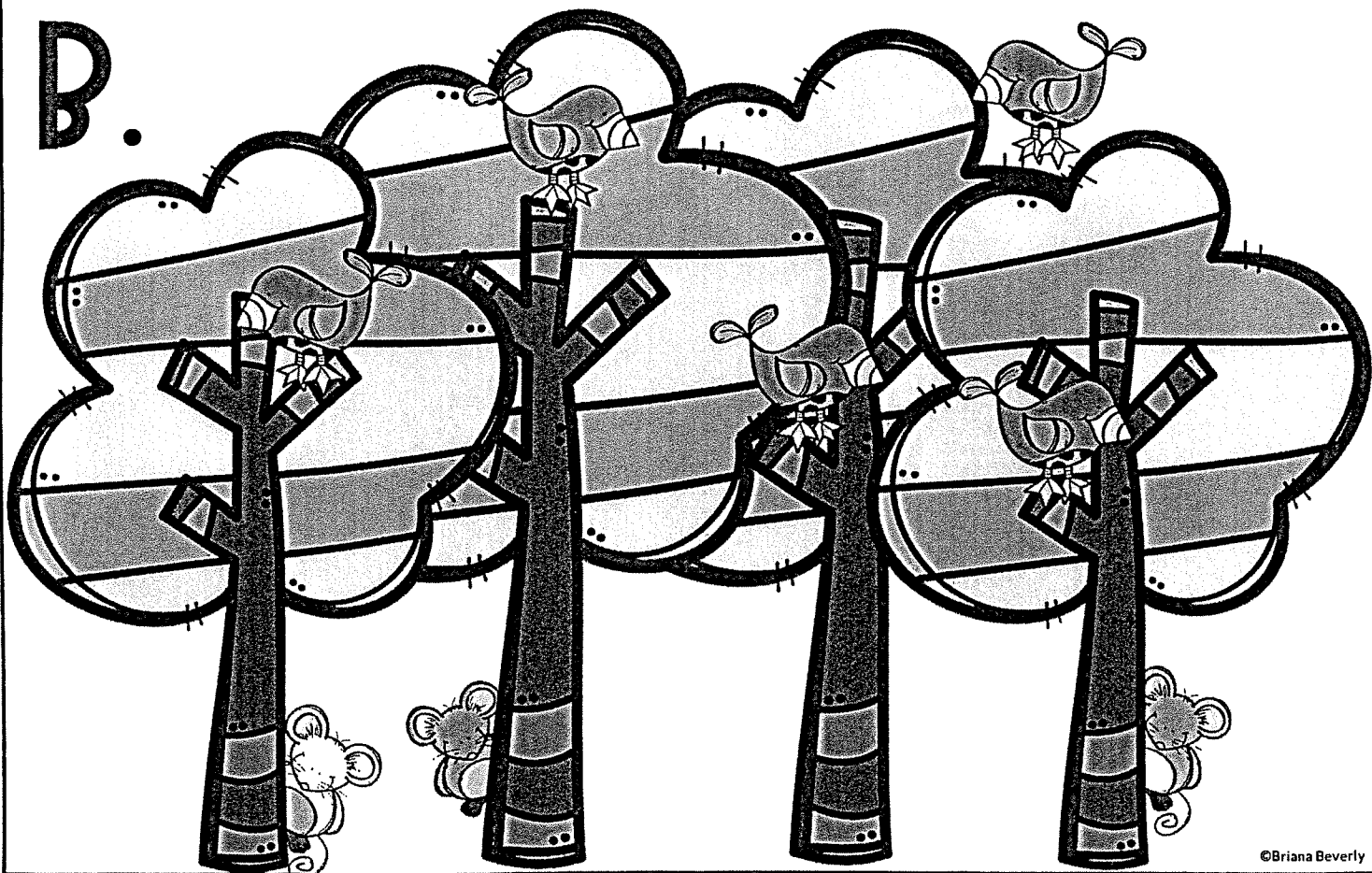
Brown

Brown



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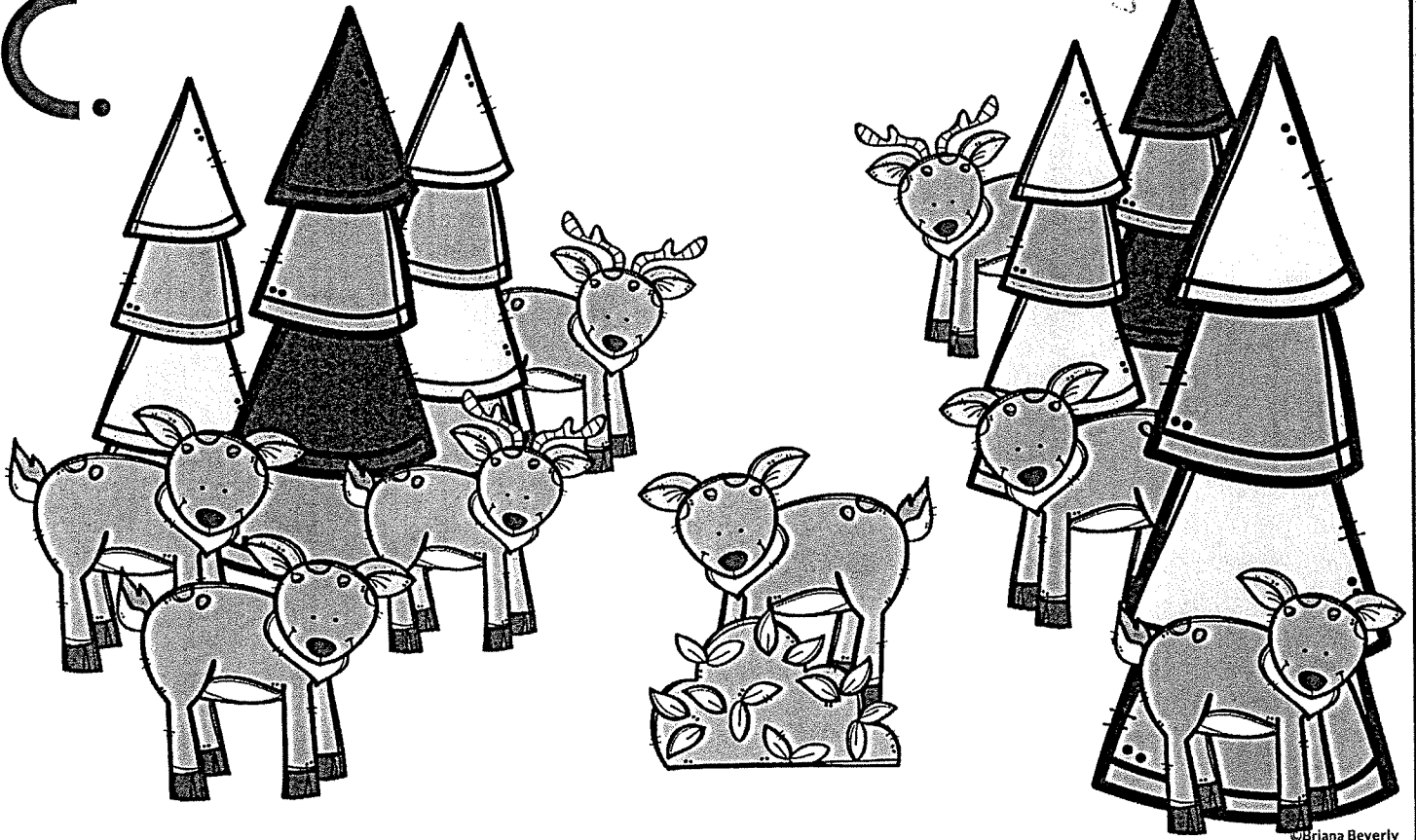
B.



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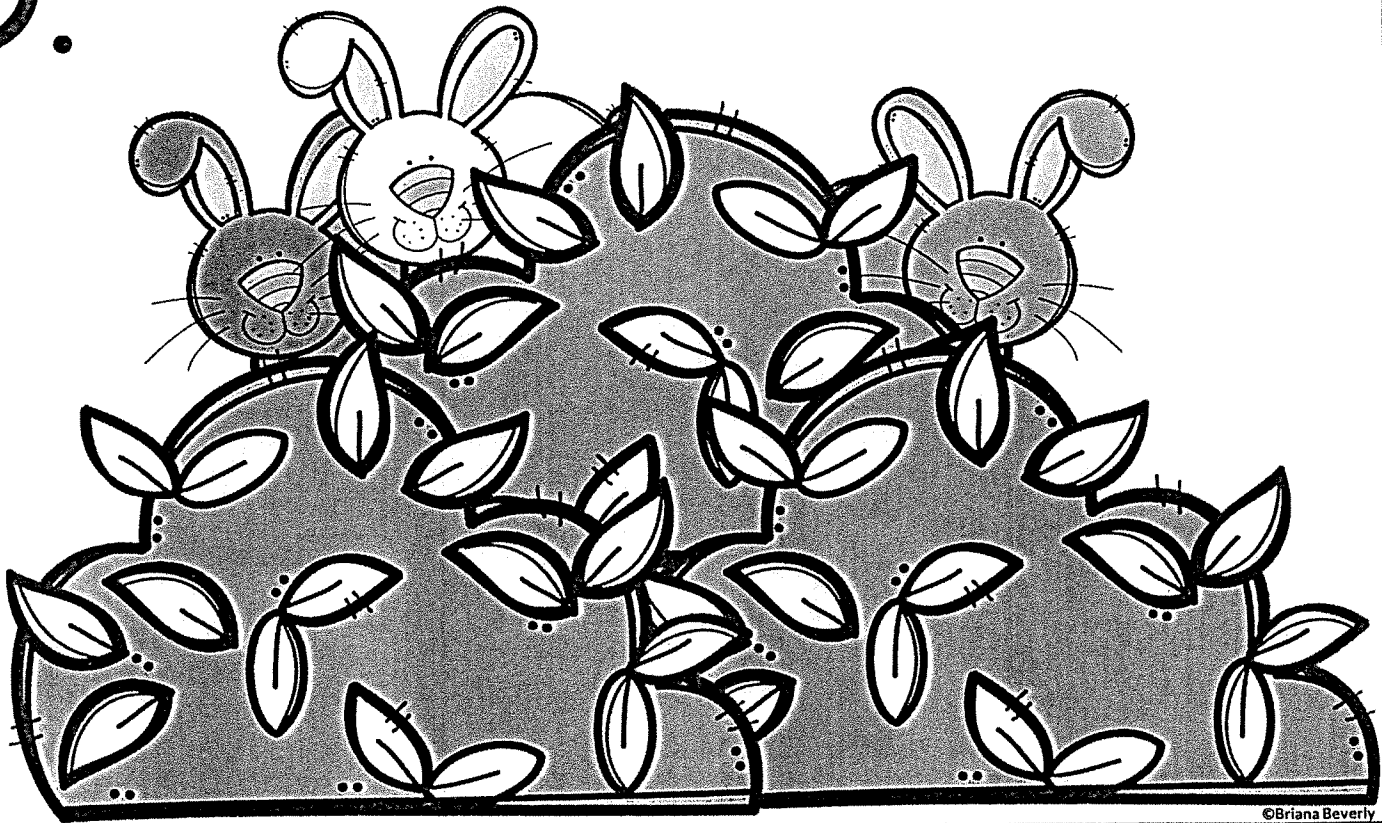
May 21

C.



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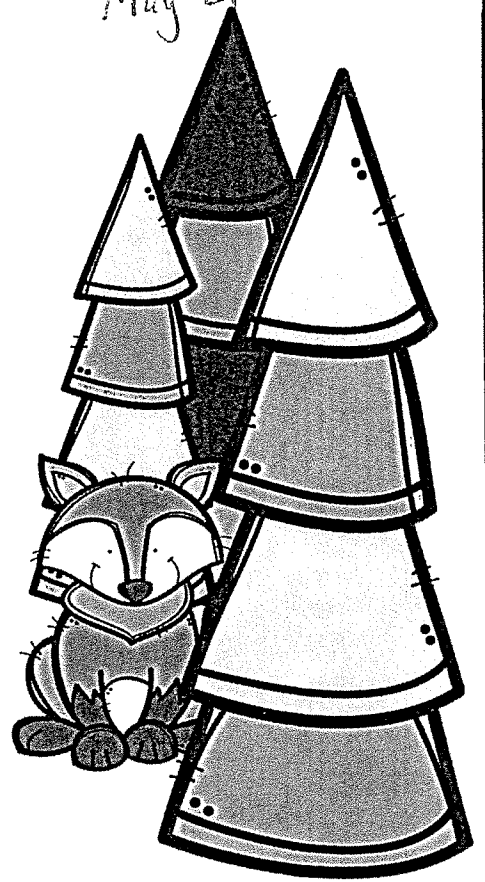
D.



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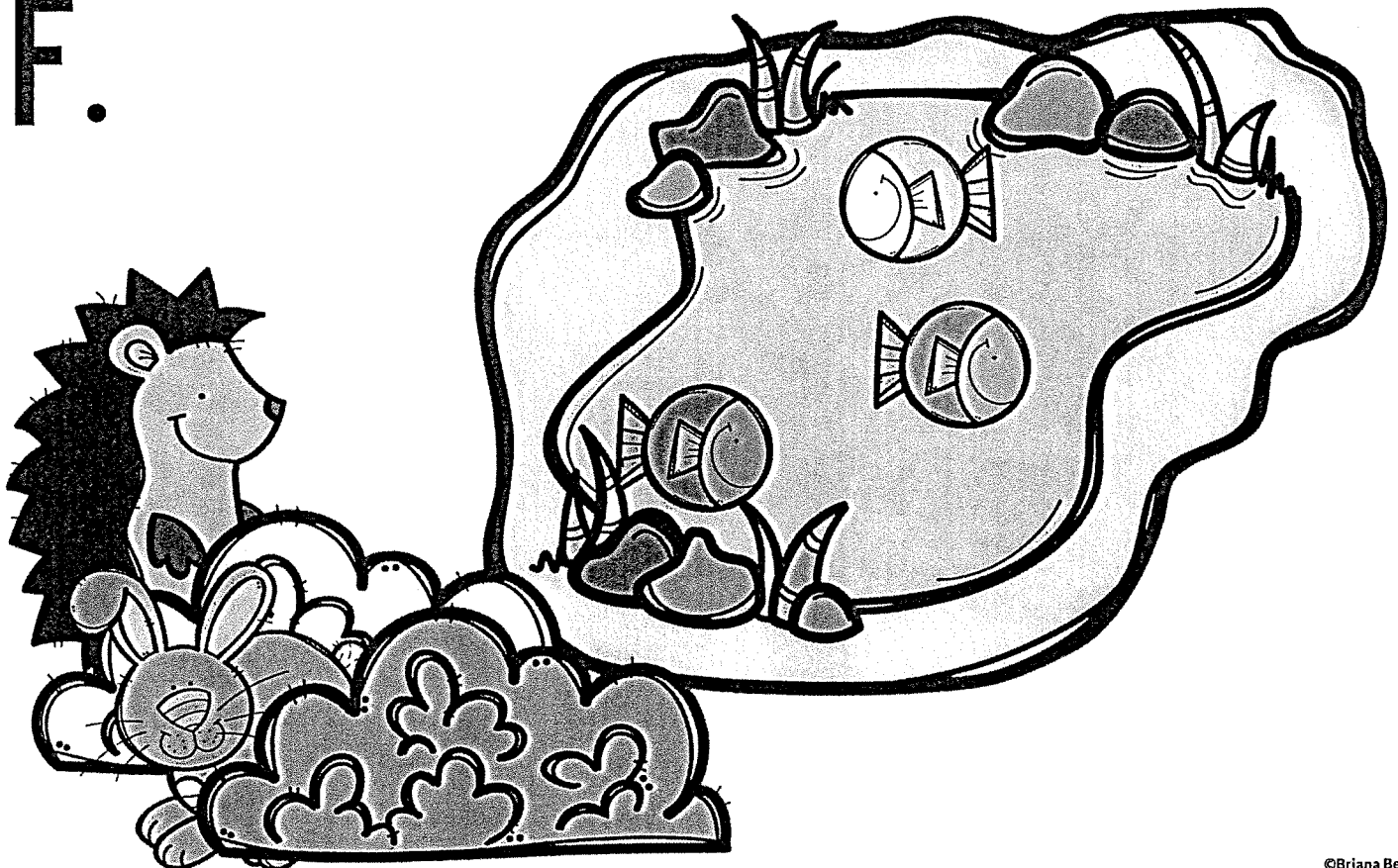
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May 21

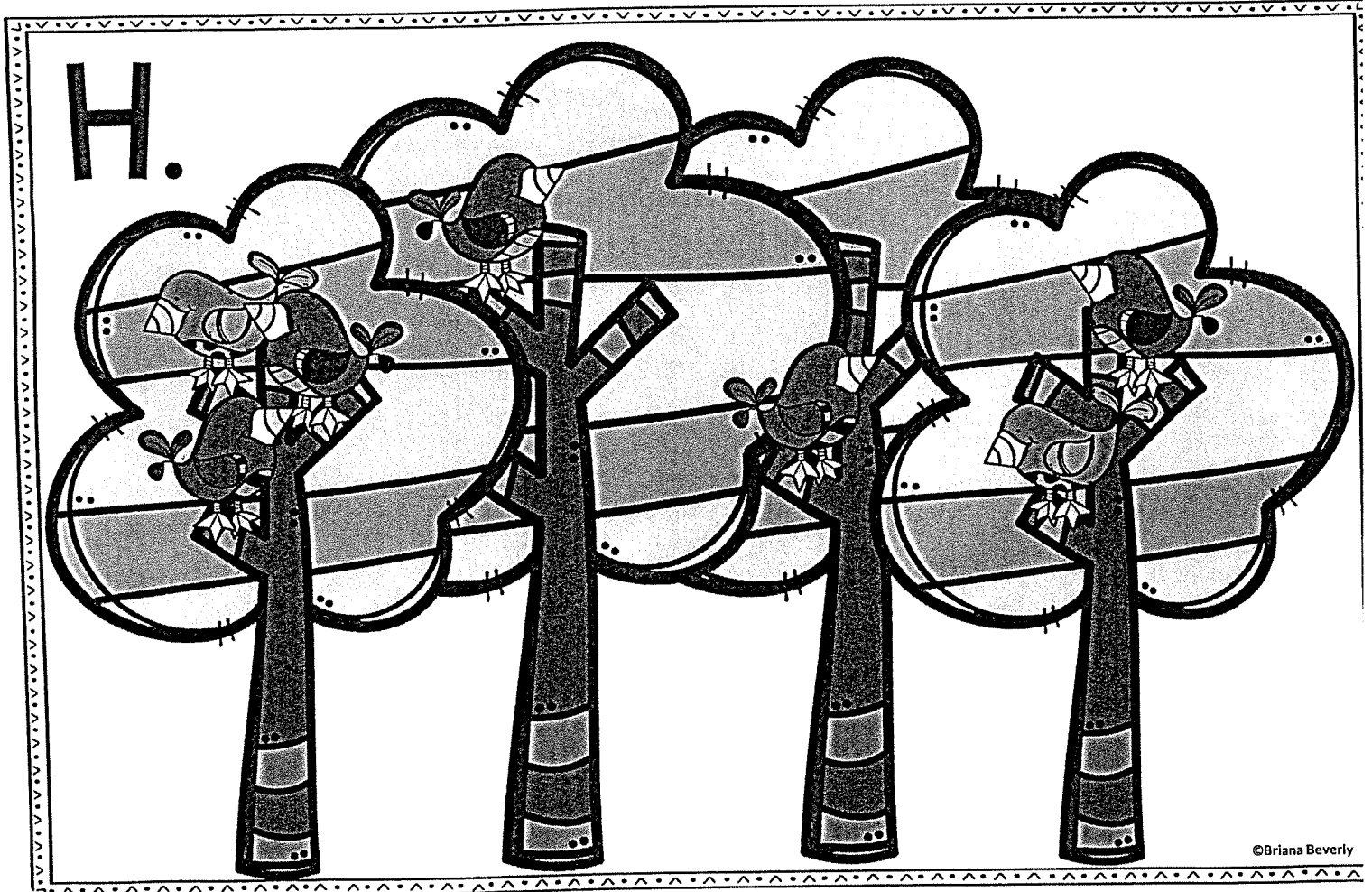
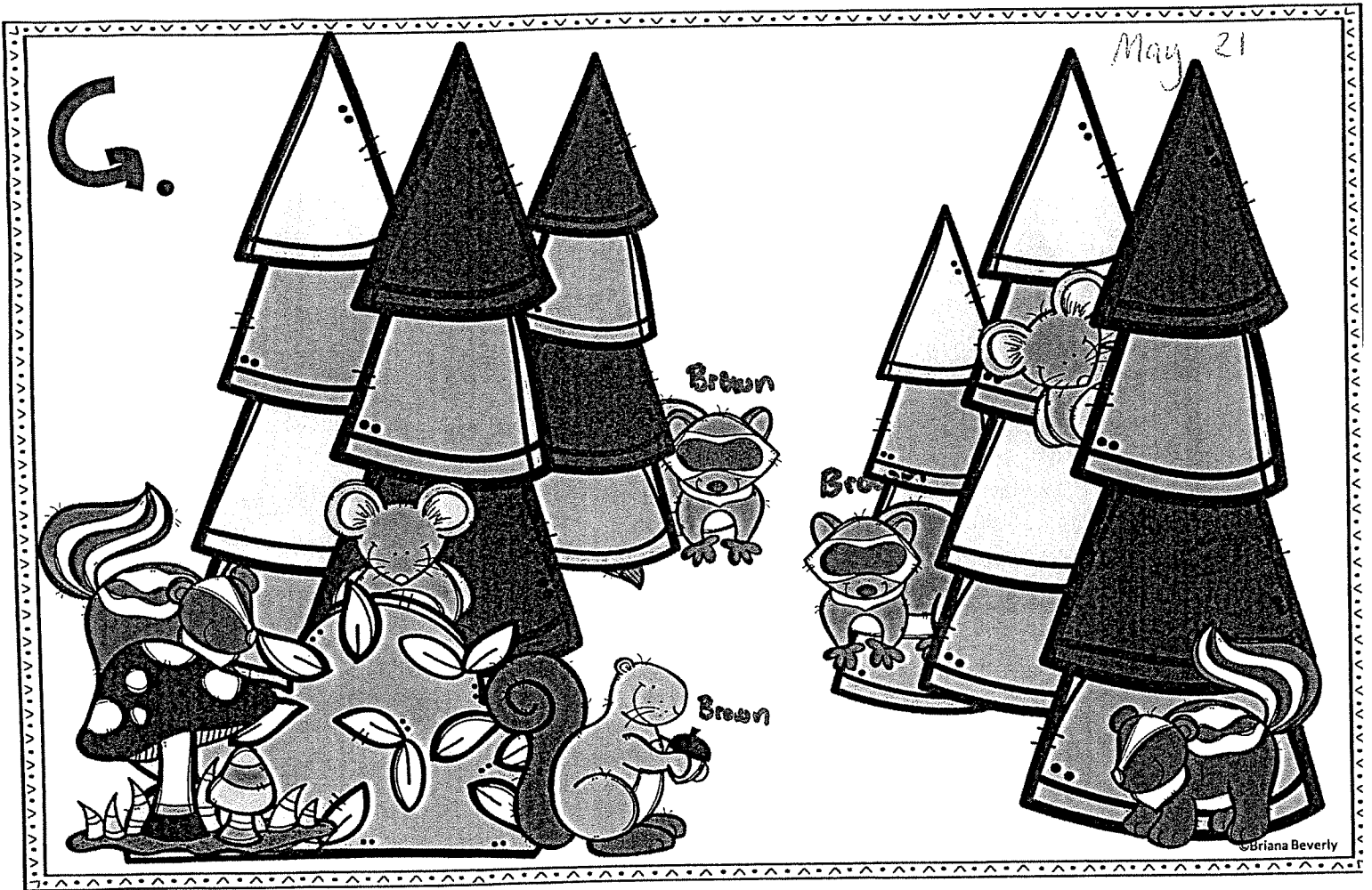


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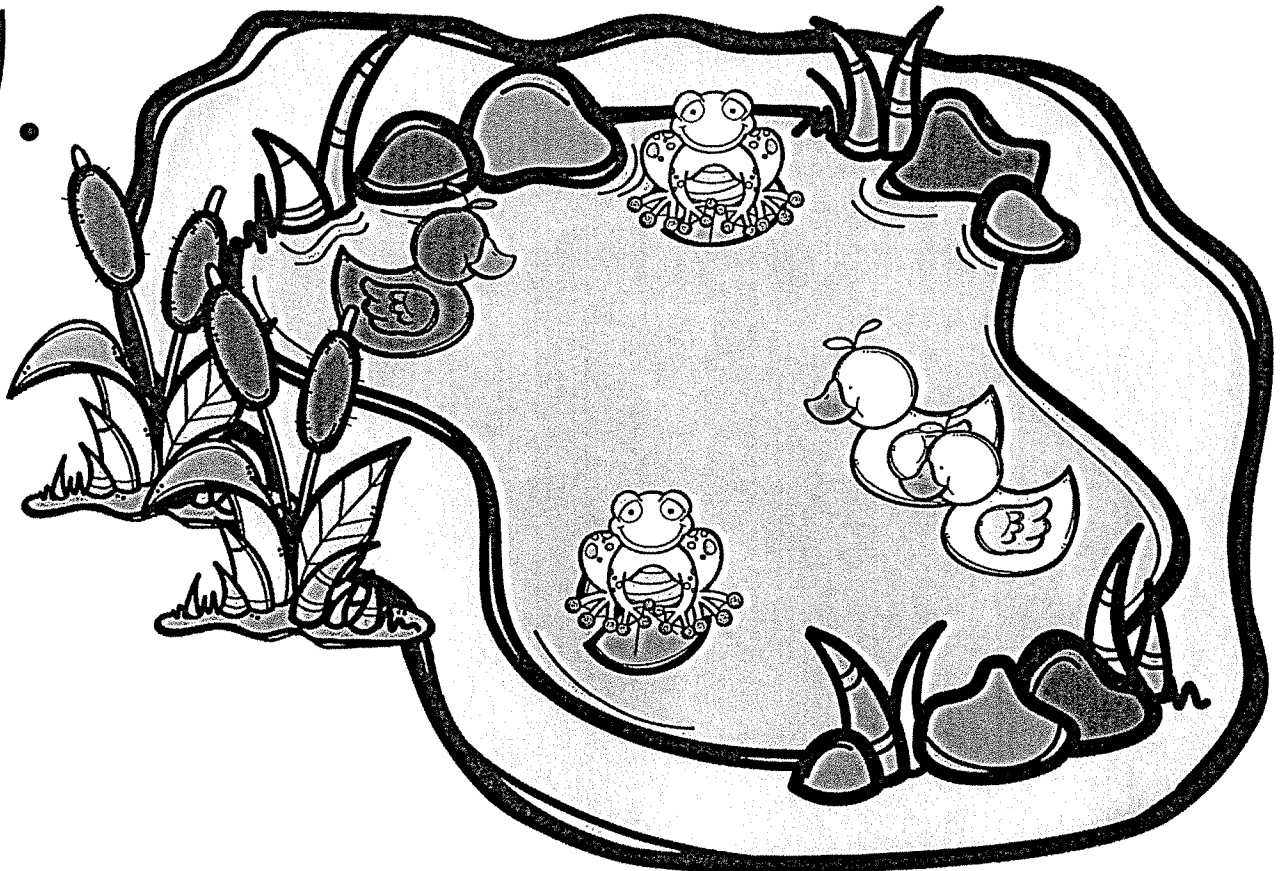
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May 21



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J.

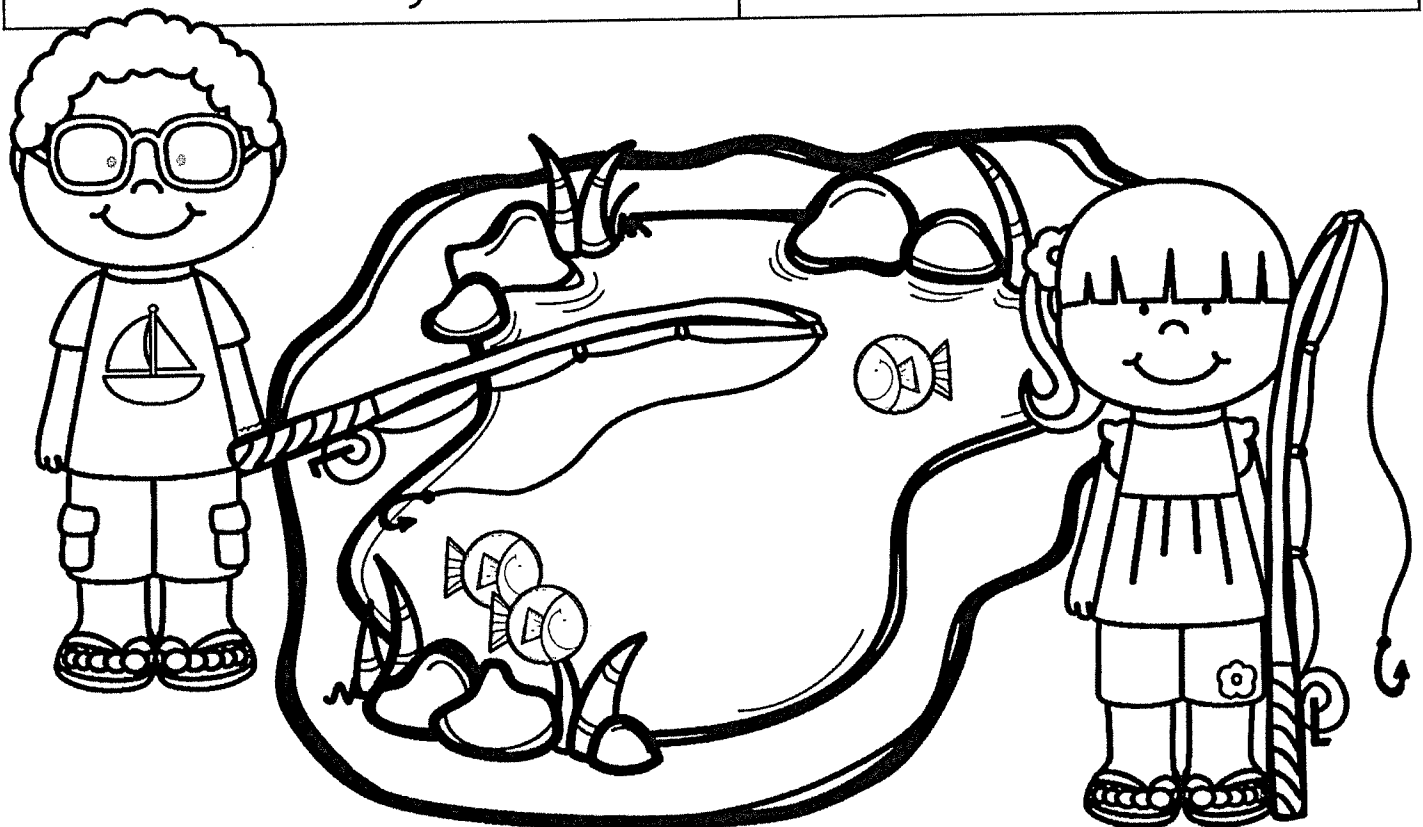


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Gone Fishin'!

You and your new friends from the bonfire went fishing! Here is the data on the number of fish you all caught together. Use this data to help you make a bar graph.

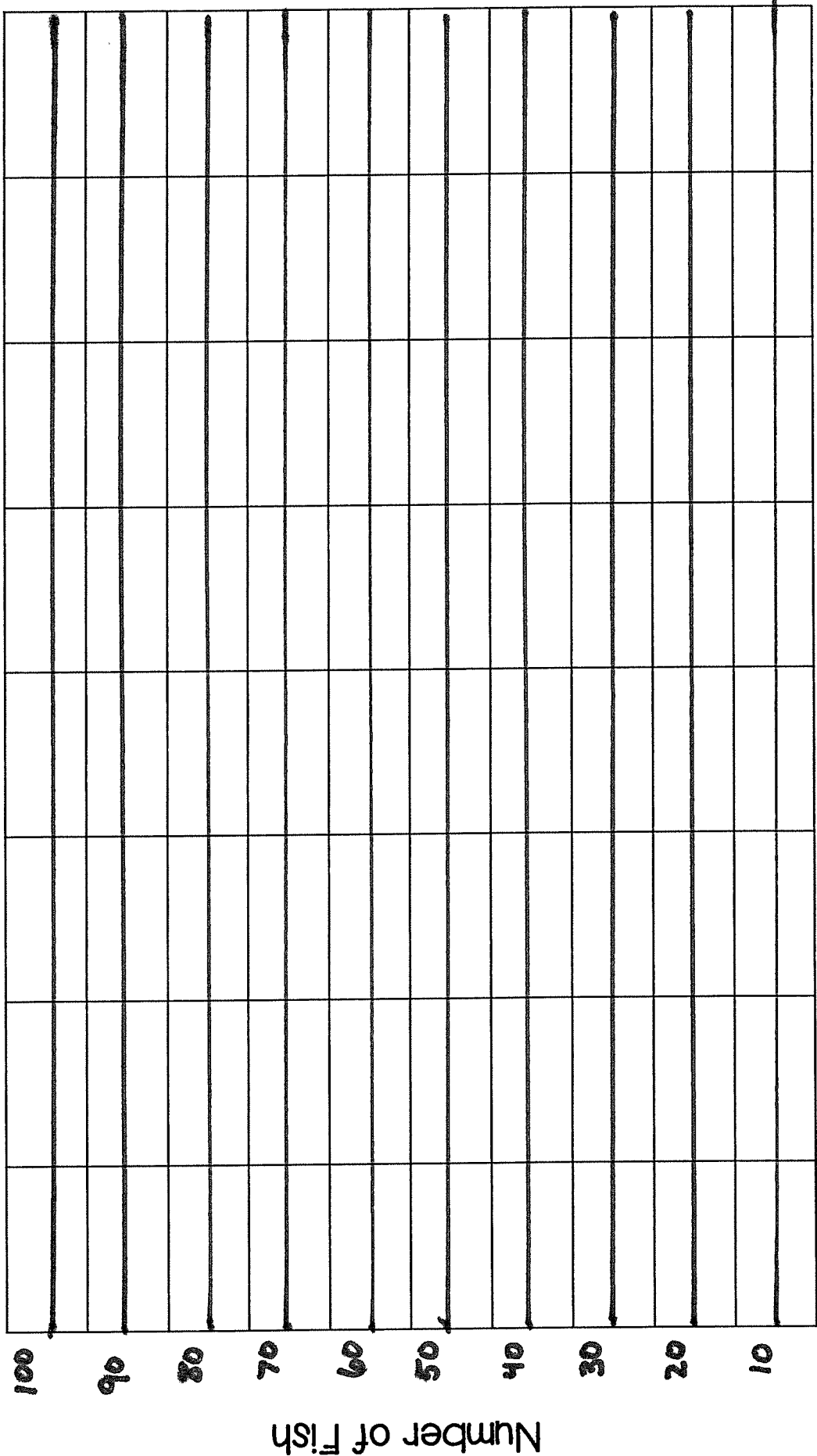
| Type of Fish | Number We Caught |
|--------------|------------------|
| Bass | 90 |
| Bluegill | 45 |
| Carp | 50 |
| Catfish | 85 |
| Pike | 60 |
| Salmon | 15 |
| Trout | 75 |
| Walleye | 40 |



Gone Fishin'!

Create a bar graph using the data on how many fish you and your friends caught.

Title: _____



Bass

Type of Fish

001

01

02

03

04

05

06

07

08

09

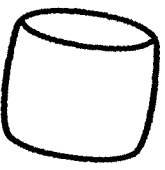
2228

Time for S'mores!

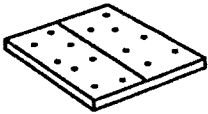
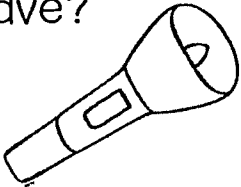
May 22



Great news! There are a TON of other kids camping at the same campground this weekend. How about you invite them all over for a big bonfire and s'mores tonight?! We need to make sure we have the proper amount of supplies... don't worry, the other kids are bringing s'mores ingredients too!

| | Question: | Repeated Addition Sentence | Multiplication Sentence: |
|----|--|------------------------------|--------------------------|
| A. | These kids all said they are coming!
How many kids should you expect?  | Example:
$4 + 4 + 4 = 12$ | $4 \times 3 = 12$ |
| B. | How many logs did you find around your campsite for kids to sit on?
 | | |
| C. | How many marshmallows do you have to make s'mores?  | | |
| D. | How many chocolate bars do you have to make s'mores?  | | |

Time for S'mores!

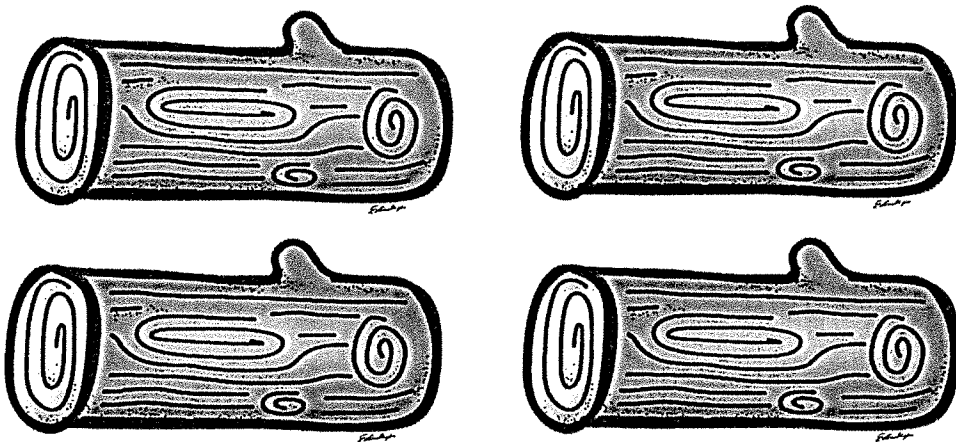
| | Question: | Repeated Addition Sentence | Multiplication Sentence: |
|----|---|----------------------------|--------------------------|
| E. | How many graham crackers do you have to make s'mores?
 | | |
| F. | How many sticks do you have for roasting marshmallows?
 | | |
| G. | The bugs are coming out! How many cans of bug spray do you have?
 | | |
| H. | Time for some flashlight tag! How many flashlights do you have?
 | | |

A.



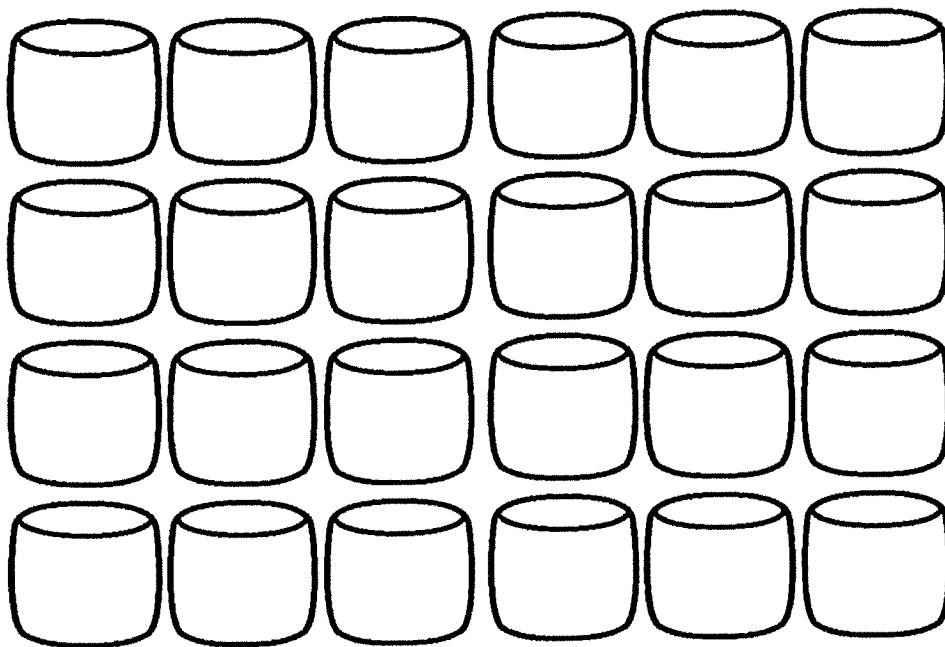
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B.



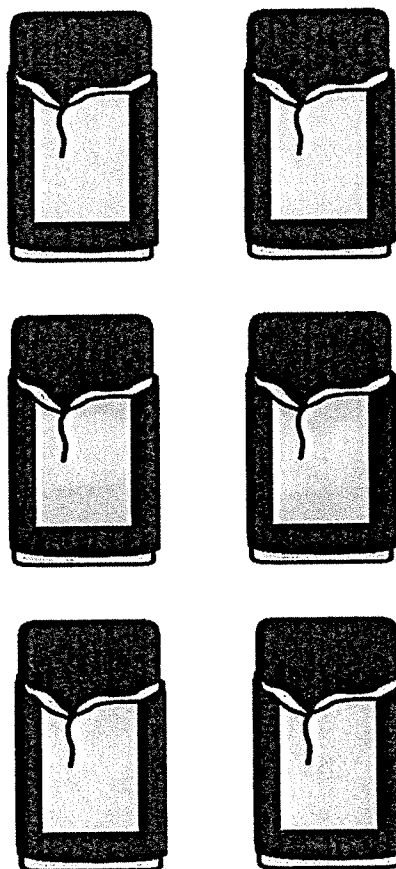
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C.



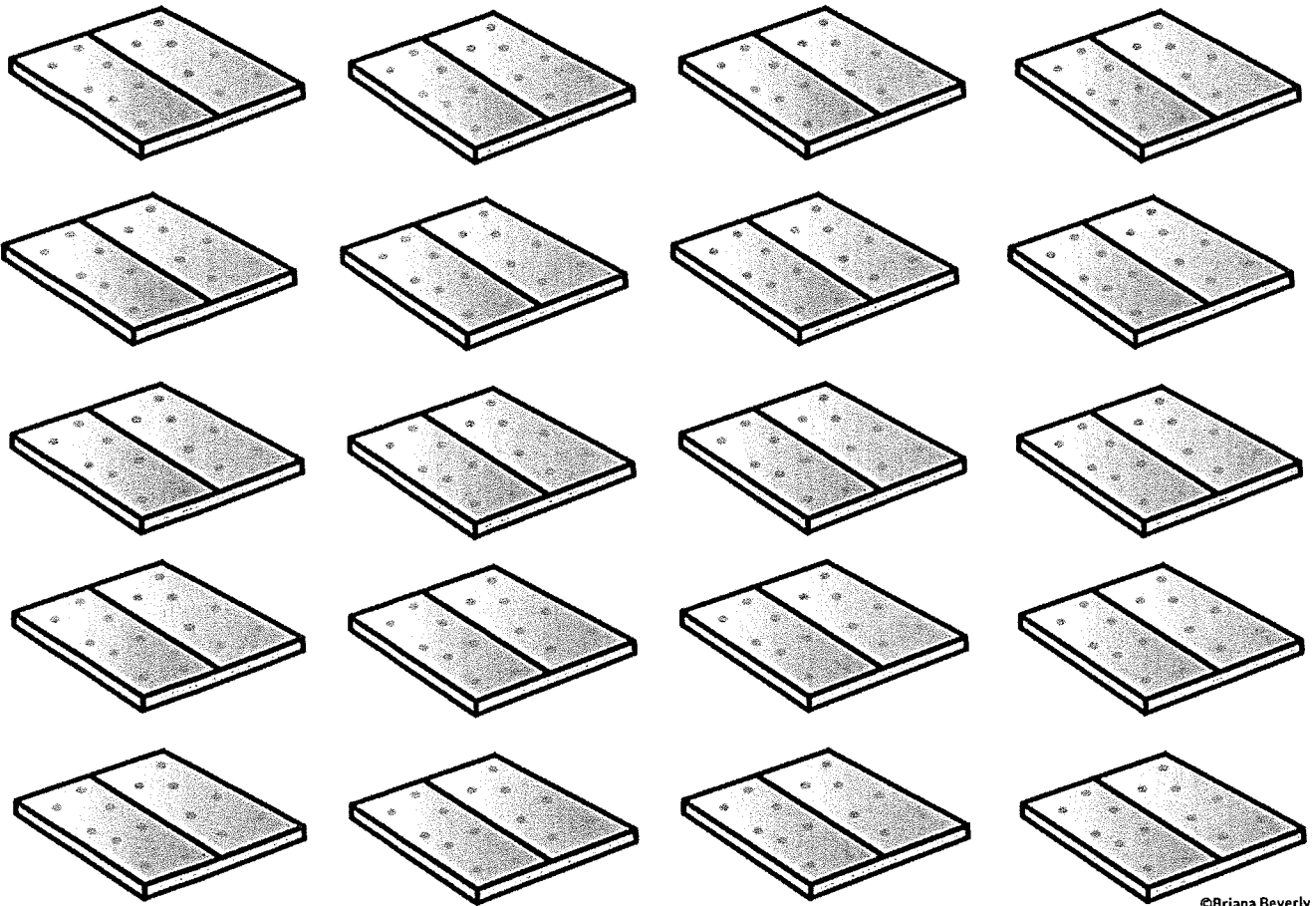
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D.



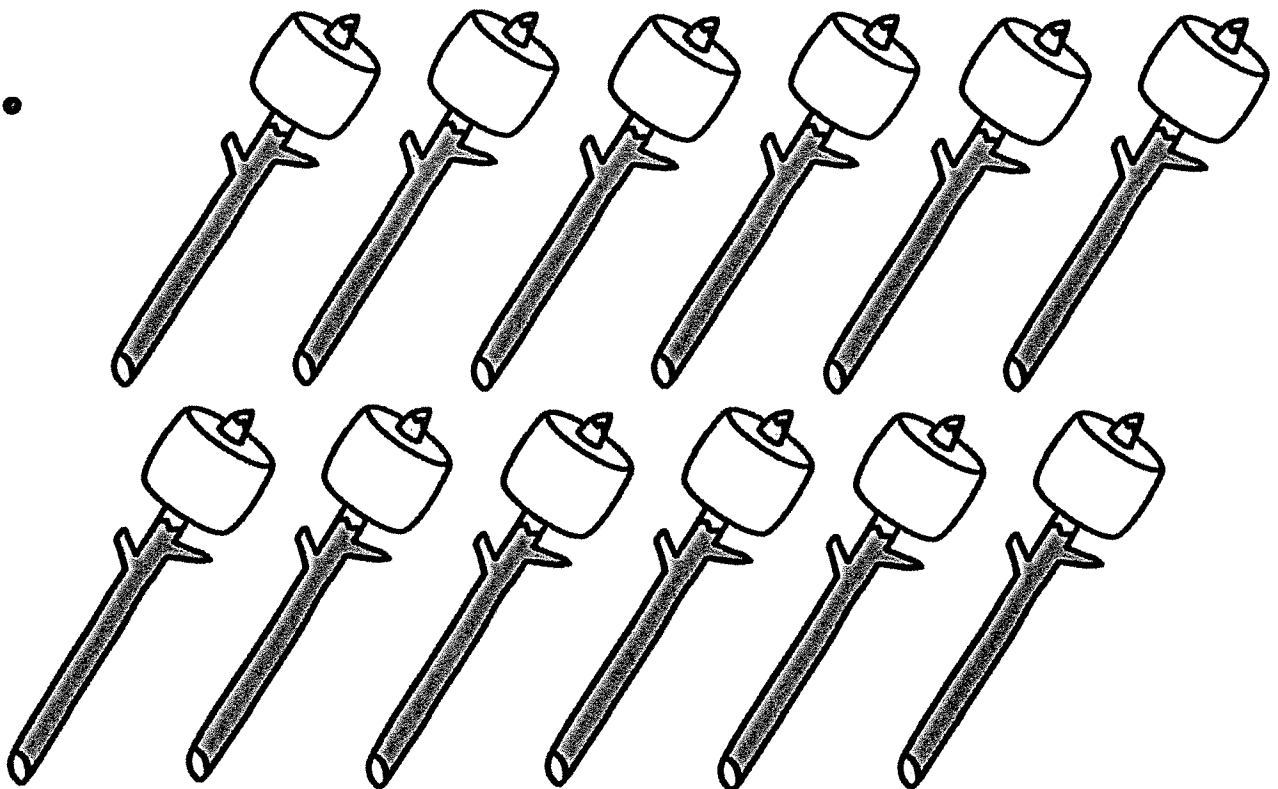
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E.



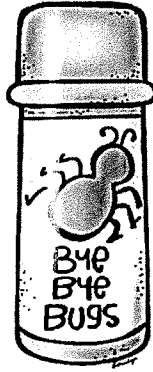
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F.



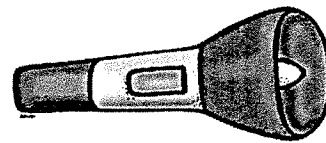
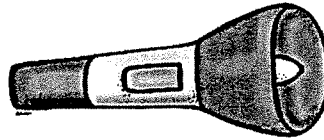
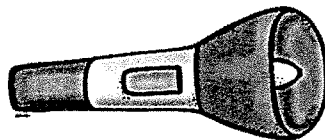
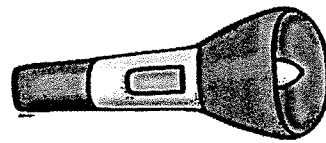
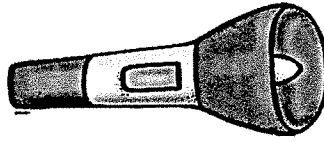
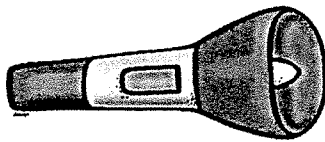
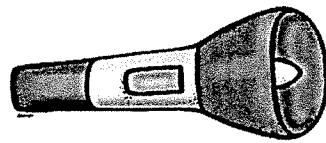
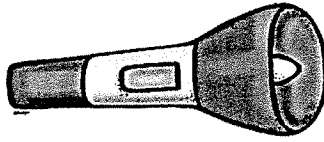
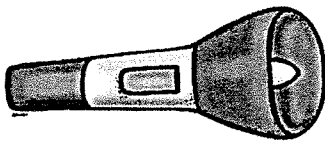
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G.



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H.

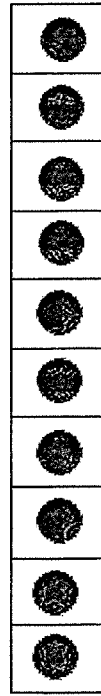
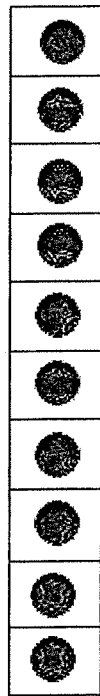
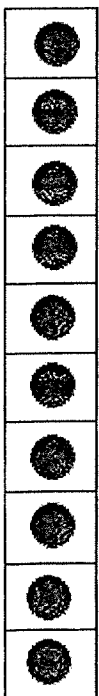
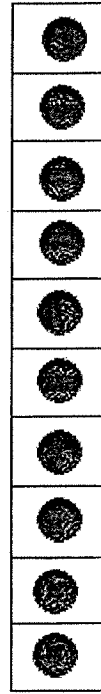
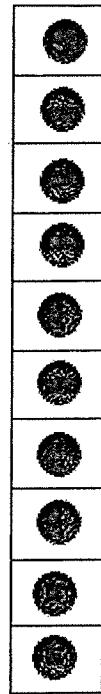
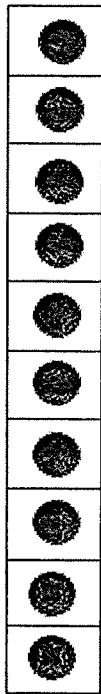
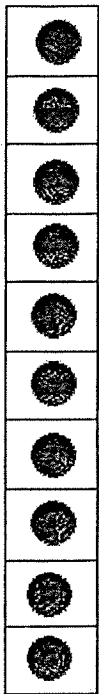


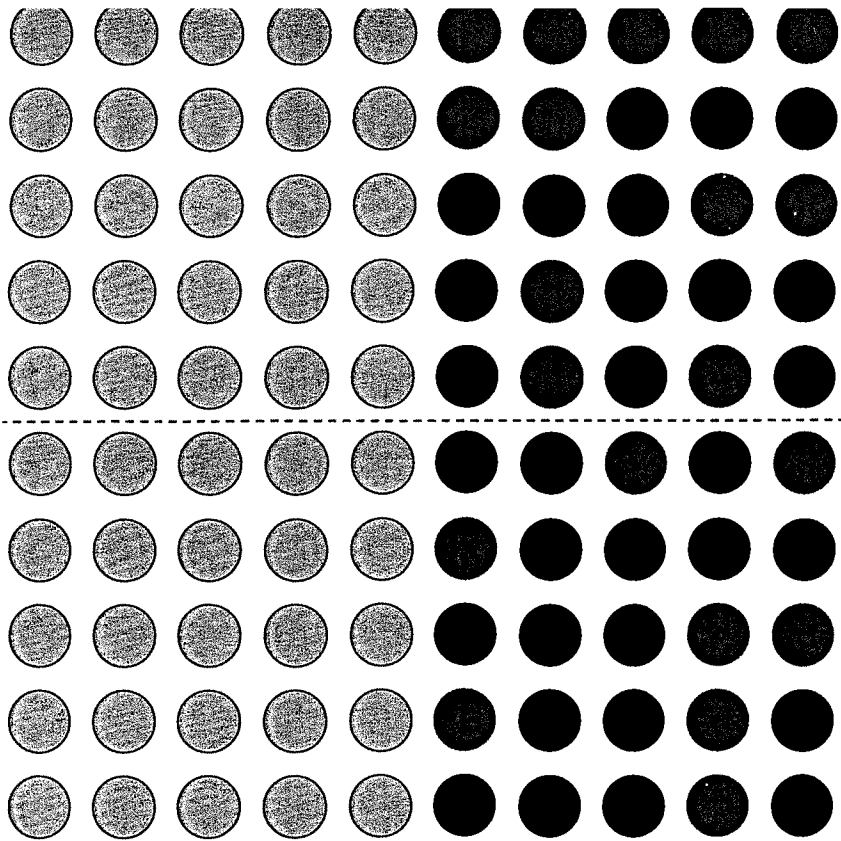
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Week 2

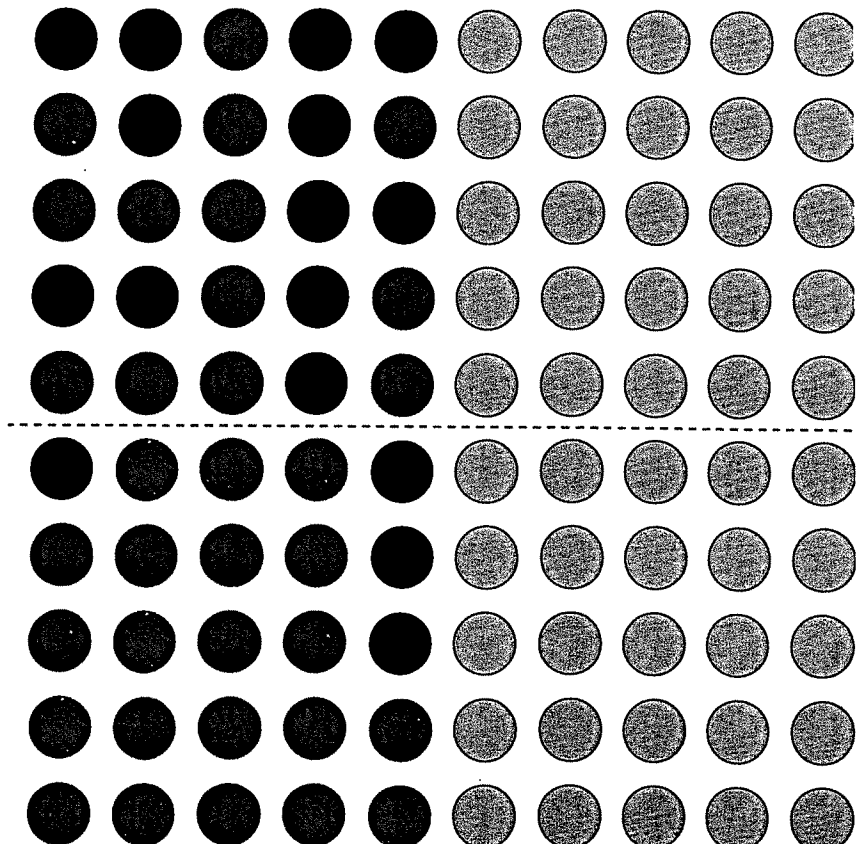
Dot Cards

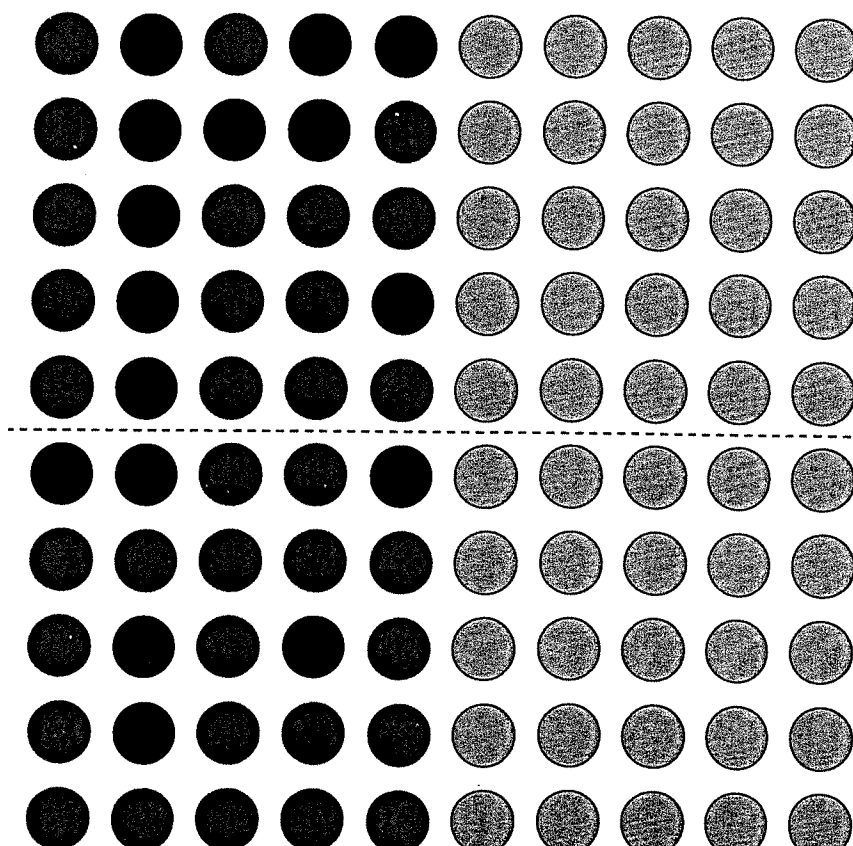
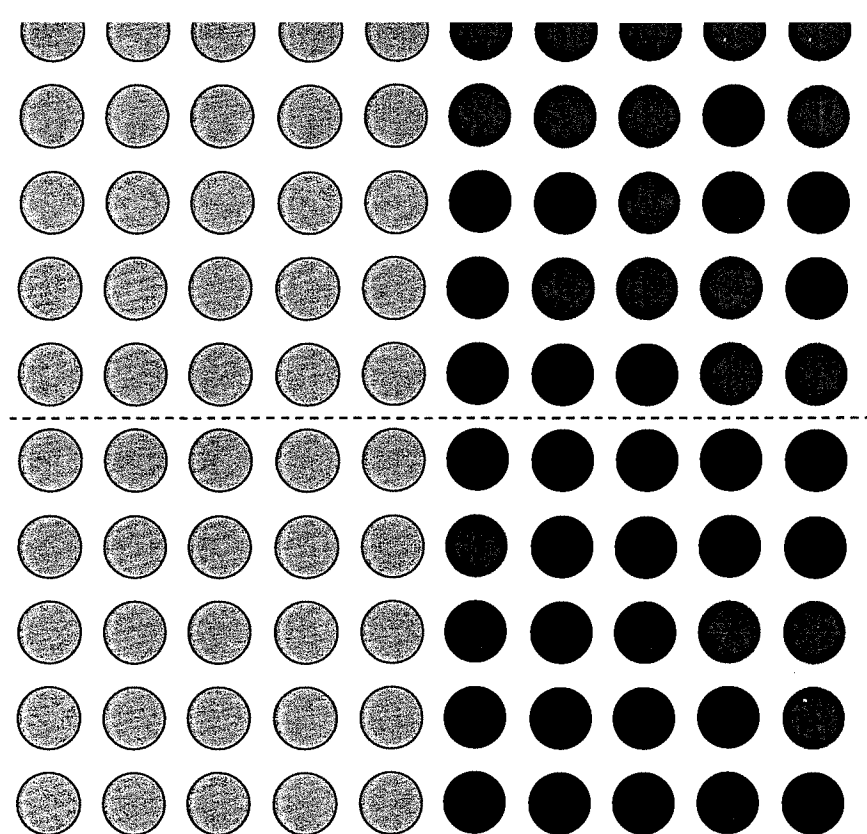
Dot cards are a great way for students to see tens and ones. Feel free to cut these out and use them. Cut 2 of the 10 strips into 1s. *-optional*

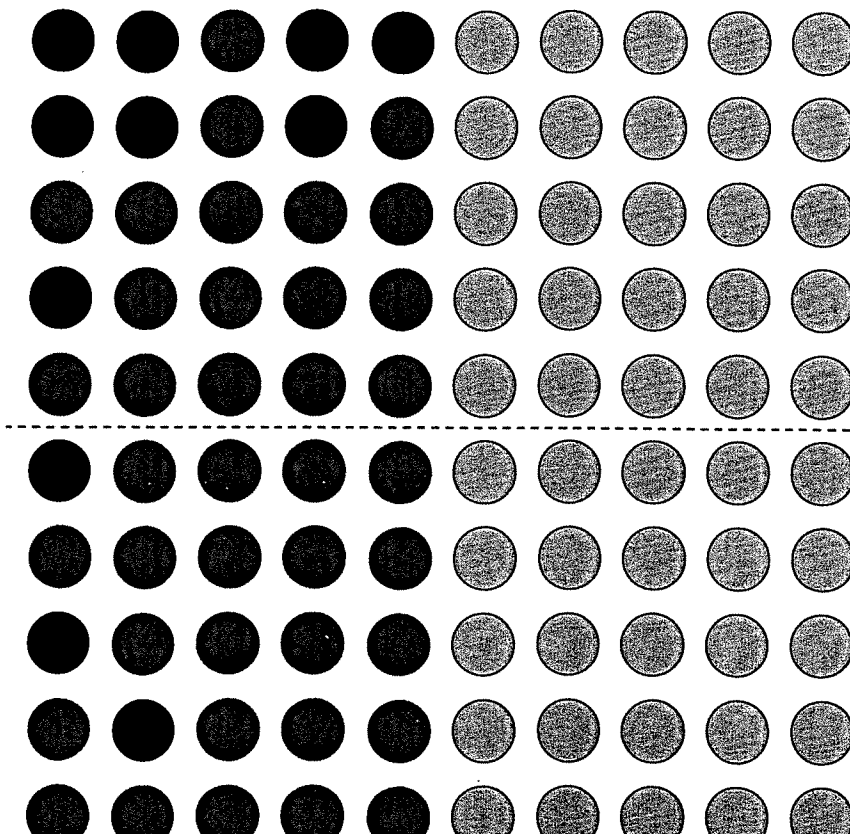
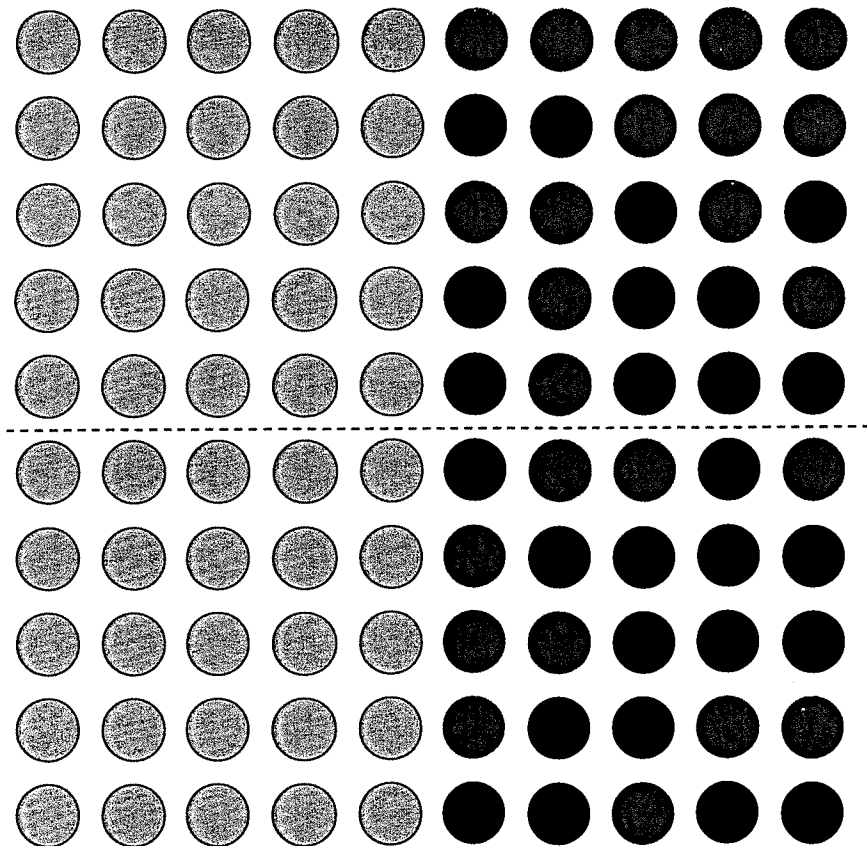


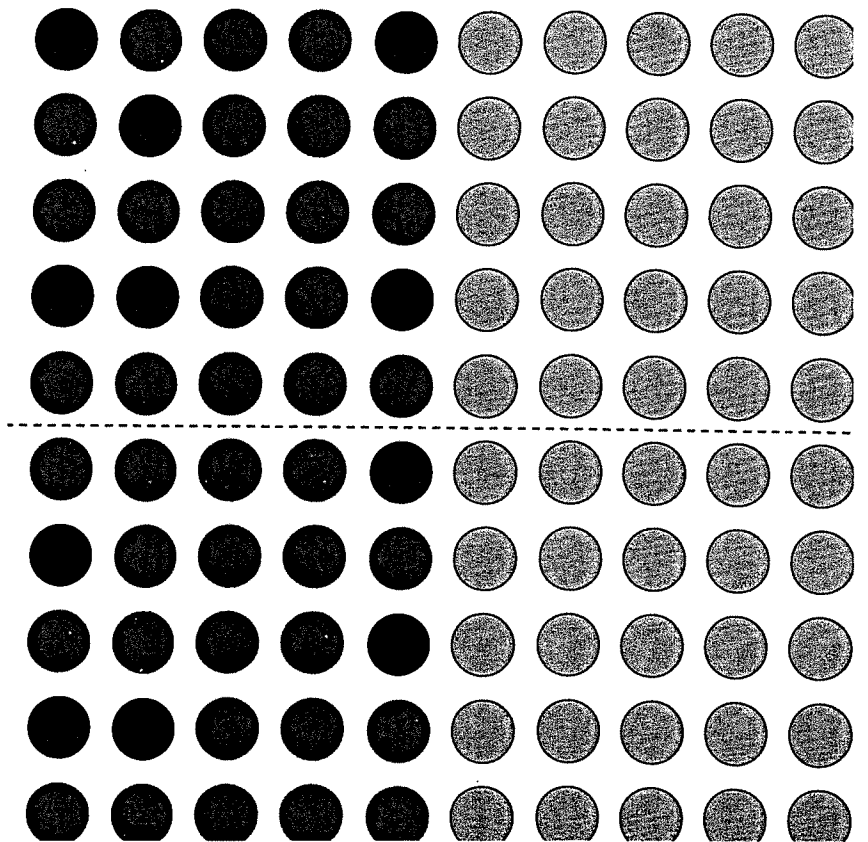
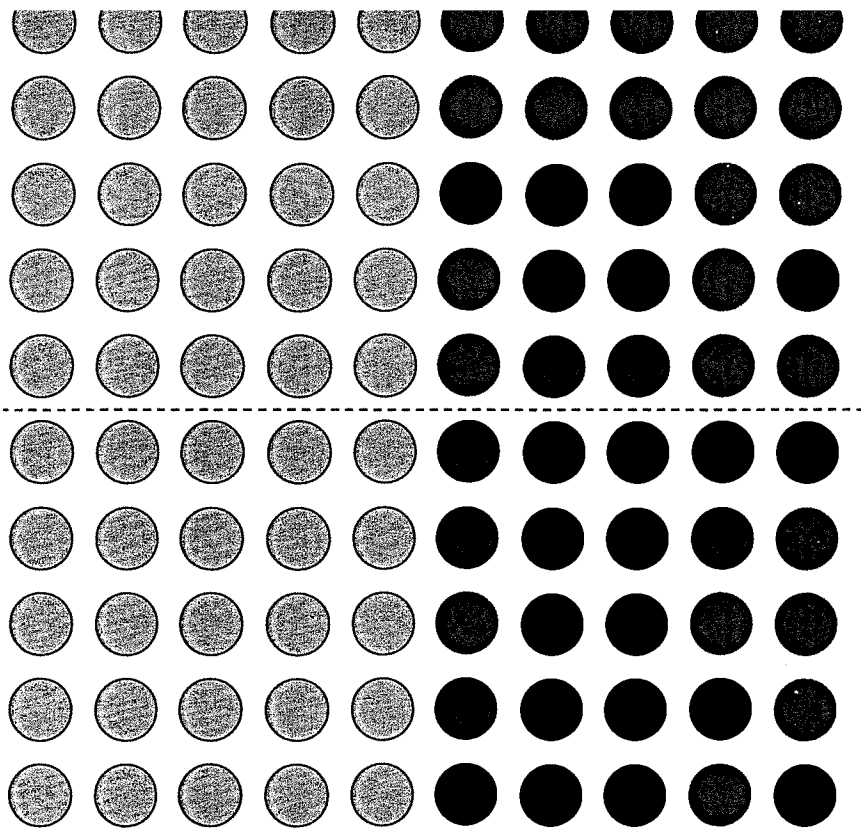


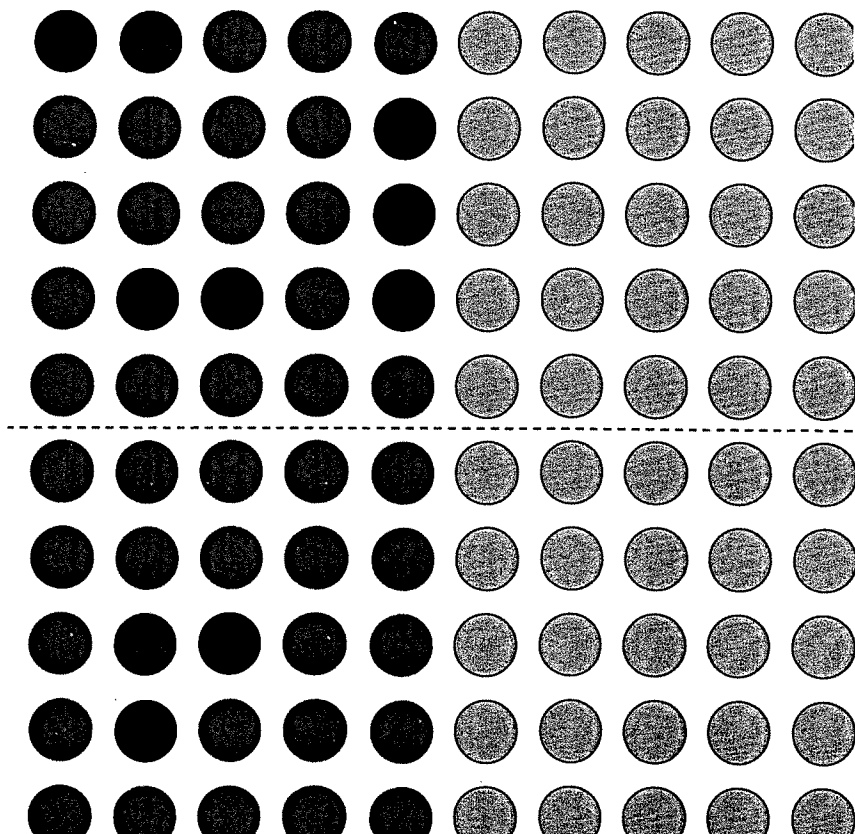
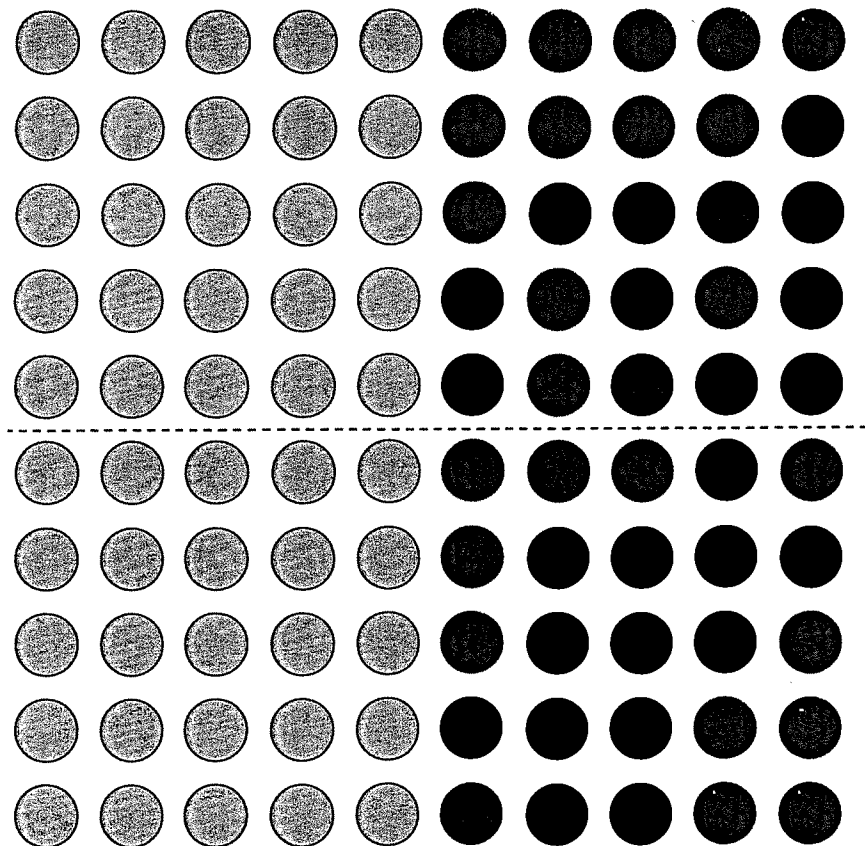
Hundreds











Methods for adding and subtracting with regrouping.

Double Digit Addition and Subtraction

Double digit addition and subtraction can be tricky for many second graders. Here are some ideas and strategies that might help.

Borrowing and Carrying Strategies:

Ah memories :) Borrowing and carrying to add and subtract were how many of us learned to add and subtract.

Carrying

$$\begin{array}{r} 1 \\ 36 \\ +29 \\ \hline 65 \end{array}$$

Borrowing

$$\begin{array}{r} 715 \\ 88 \\ -47 \\ \hline 38 \end{array}$$

They are **GREAT** strategies and are quick ways to solve a problem on pencil and paper. It is definitely important for students to know how to do these strategies.

The only downside is that for most students, it is harder to use these strategies mentally, so here are some strategies that may help them when they have to solve it in their head.

NOTE: These strategies take much longer to write down on paper than borrowing and carrying. But remember, these strategies are meant to be done in your head and writing them down on paper is just showing how they work. When done mentally, many students find them easier than borrowing and carrying.

Split Strategy Addition:

When using a split strategy, students add the tens, then add the ones. Finally, they add them together.

Split Strategy Subtraction: Done the same way as the addition split. But it can be tough if you have to borrow.

Split:

$$\begin{array}{r} 36 \\ +29 \\ \hline \end{array}$$
$$\begin{array}{l} 30+20=50 \\ 9+6=15 \\ 50+15=65 \end{array}$$

$$\begin{array}{r} 36 \\ -23 \\ \hline \end{array}$$
$$\begin{array}{l} 30-20=10 \\ 6-3=3 \\ 10+3=13 \end{array}$$

Jump Strategy Addition: When using a jump strategy, the first number stays together. You add the tens to the first number and then add the ones. It's called a jump strategy because you start at the first number, jump the tens and then the ones.

In this example, the 9 is broken into 4 and 5. By doing this, you can mentally jump to 60 and then add 5 to 60 which is 65.

Jump Strategy Subtraction: Done the same way as subtraction. Keep the first number together, then jump back the tens and jump back the ones. Instead of borrowing, you can jump back to a ten and then jump back the rest of the ones.

In this example, 7 is broken into 5 and 2. By doing this, 5 is taken away from 45 to make it 40 and then 2 is taken away to get 38.

Unique Strategies:

Students may have their own strategy on how to solve the problems. If the strategy works for them and it is accurate, then it is a useful strategy.

Here are two video links where you can watch me solve using these strategies.

Addition Strategies: <https://youtu.be/WC1MgLS7B9U>

Subtraction Strategies: <https://youtu.be/vlEdq6wSTVw>

Note: I did not show the split strategy for subtraction because it is a borrowing problem.

Handwritten math problems illustrating the jump strategy:

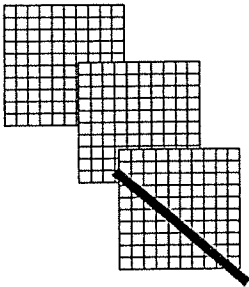
Addition:

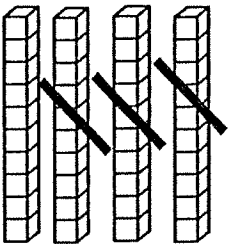
- Jump: $36 + 29$
- $36 + 20 = 56$
- $56 + 4 = 60$
- $60 + 5 = 65$

Subtraction:

- $85 - 47$
- $85 - 40 = 45$
- $45 - 5 = 40$
- $40 - 2 = 38$

Three - Digit Subtraction without Regrouping

| Hundreds | Tens | Ones |
|--|--|--|
| 

$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$ | 

$\begin{array}{r} 4 \\ 3 \\ \hline \end{array}$ | 

$\begin{array}{r} 5 \\ 4 \\ \hline \end{array}$ |
| $\begin{array}{r} 2 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ \hline \end{array}$ |

1. Always start with the ones.

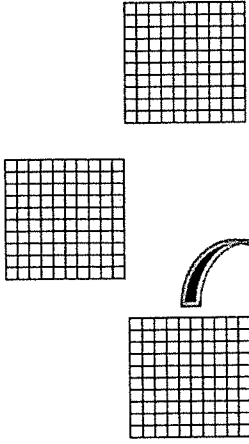
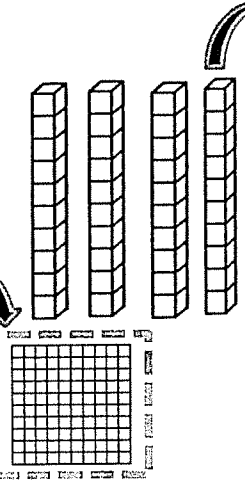
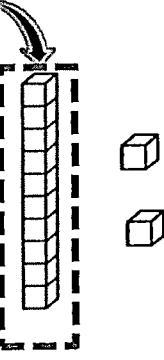
2. Subtract the ones and write the new number in the ones column.

3. Subtract the tens and write the new number in the tens column.

4. Subtract the hundreds and write the new number in the tens column.

Three - Digit Subtraction with Regrouping

(Borrow a Ten and a Hundred)

| Hundreds | Tens | Ones |
|--|--|--|
| 
$\begin{array}{r} 2 \\ \cancel{3} \\ - 1 \\ \hline \end{array}$ | 
$\begin{array}{r} 13 \\ \cancel{4} \\ 6 \end{array}$ | 
$\begin{array}{r} 1 \\ \cancel{2} \\ 3 \end{array}$ |
| 1 | 7 | 9 |

1. Always start with the ones.

2. If you can't subtract the ones, take a ten and move it to the ones column.

1 ten = 10 ones

3. If you can't subtract the tens, take a hundred and move it to the tens column.

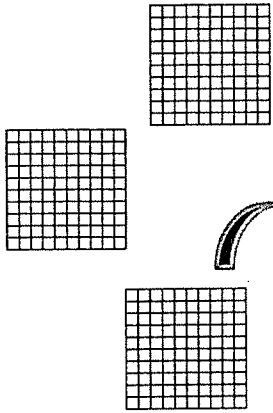
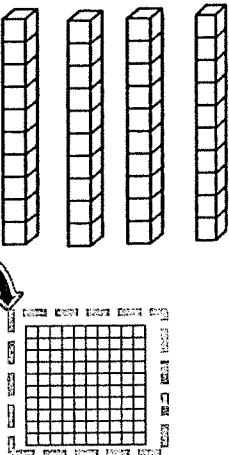
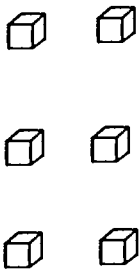
1 hundred = 10 tens

4. Subtract the ones.

5. Subtract the tens.

6. Subtract the hundreds.

Three-Digit Subtraction with Regrouping (Borrow a Hundred)

| Hundreds | Tens | Ones |
|--|---|--|
| 
$\begin{array}{r} 2 \\ \cancel{3} \\ - 1 \\ \hline \end{array}$ | 
$\begin{array}{r} 14 \\ \cancel{4} \\ 6 \end{array}$ | 
$\begin{array}{r} 6 \\ 5 \end{array}$ |
| 1 | 8 | 1 |

1. Subtract the ones.

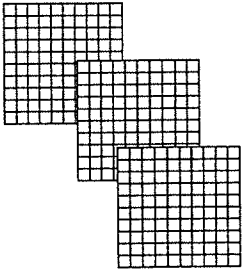
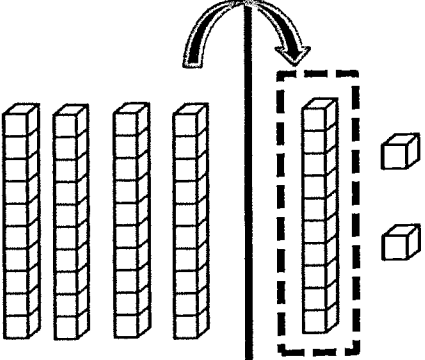
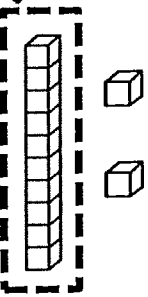
2. If you can't subtract the tens, take a hundred and move it to the tens column.

1 hundred = 10 tens

3. Subtract the tens.

4. Subtract the hundreds.

Three-Digit Subtraction with Regrouping (Borrow a Ten)

| Hundreds | Tens | Ones |
|--|--|--|
| 
$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$ | 
$\begin{array}{r} 3 \\ \cancel{4} \\ 2 \end{array}$ | 
$\begin{array}{r} 1 \\ \cancel{2} \\ 3 \end{array}$ |
| 2 | 1 | 9 |

1. Always start with the ones.

2. If you can't subtract the ones, take a ten and move it to the ones column.
1 ten = 10 ones

3. Subtract the ones.

4. Subtract the tens.

5. Subtract the hundreds.

Regroup. Circle blocks to show how you regrouped. Then subtract.

EXAMPLE

| Hundreds | Tens | Ones |
|--------------|--------------|------|
| 3 | 15 | 6 |
| 4 | 5 | |
| - 1 | 6 | 5 |
| 2 | 9 | 1 |

100 = 10 Tens

| Hundreds | Tens | Ones |
|----------|------|------|
| 2 | 6 | 8 |
| - 1 | 7 | 4 |
| | | |

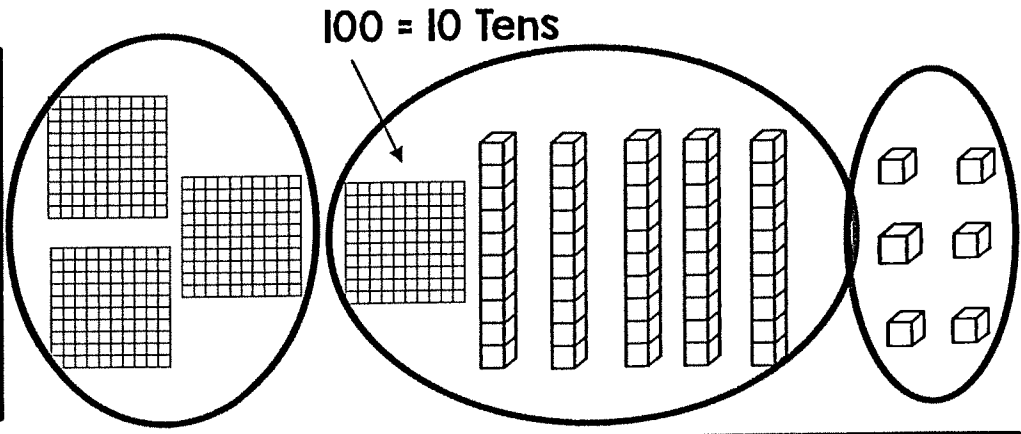
| Hundreds | Tens | Ones |
|----------|------|------|
| 4 | 5 | 9 |
| - 2 | 8 | 3 |
| | | |

| Hundreds | Tens | Ones |
|----------|------|------|
| 6 | 7 | 8 |
| - 3 | 9 | 1 |
| | | |

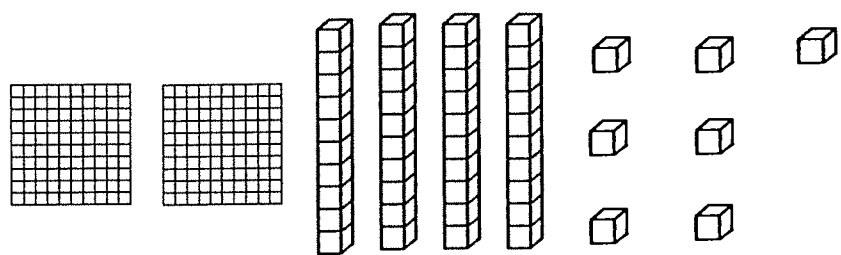
Regroup. Circle blocks to show how you regrouped. Then subtract.

EXAMPLE

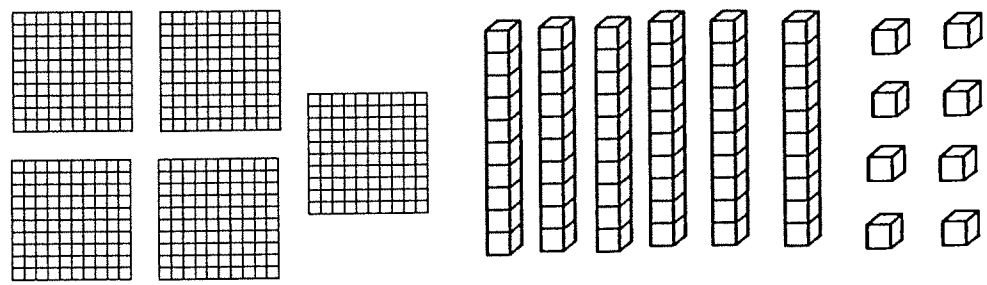
| Hundreds | Tens | Ones |
|--------------|--------------|------|
| 3 | 15 | 6 |
| 4 | 5 | |
| - 1 | 6 | 5 |
| 2 | 9 | 1 |



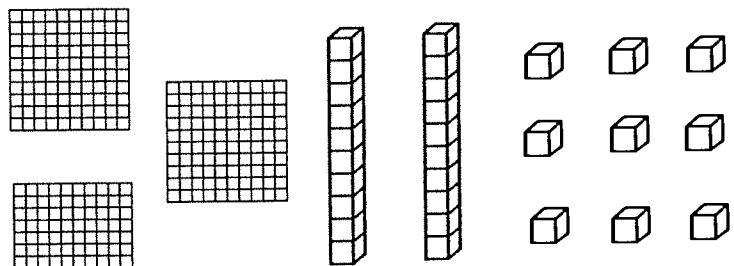
| Hundreds | Tens | Ones |
|----------|------|------|
| 2 | 4 | 7 |
| - 1 | 7 | 2 |
| | | |



| Hundreds | Tens | Ones |
|----------|------|------|
| 5 | 6 | 8 |
| - 2 | 7 | 4 |
| | | |



| Hundreds | Tens | Ones |
|----------|------|------|
| 3 | 2 | 9 |
| - 1 | 5 | 3 |
| | | |

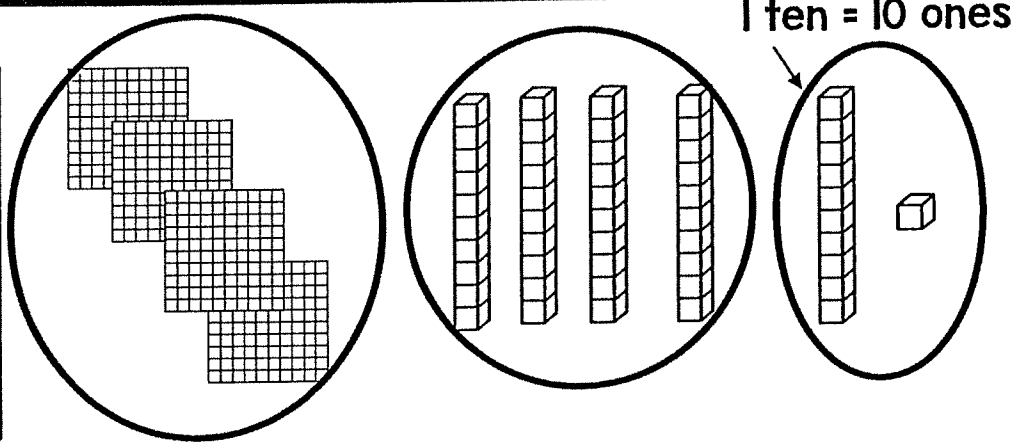


Regroup. Circle blocks to show how you regrouped. Then subtract.

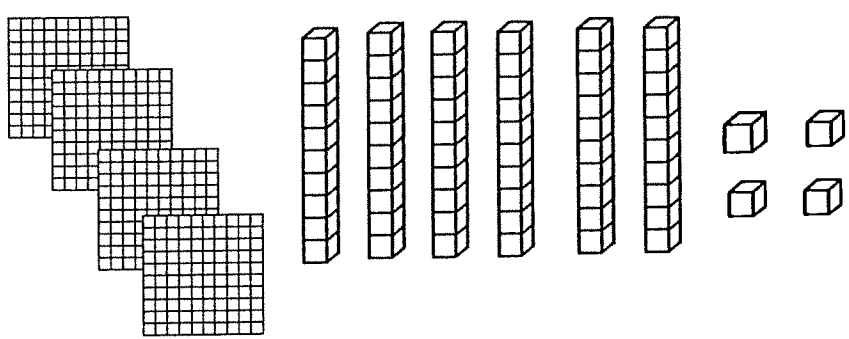


EXAMPLE

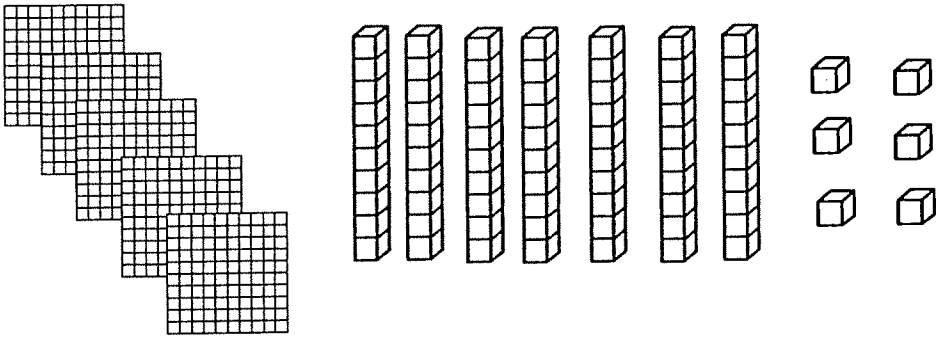
| Hundreds | Tens | Ones |
|----------|--------------|---------------|
| 4 | 5 | 11 |
| - 2 | 3 | 6 |
| 2 | 1 | 5 |



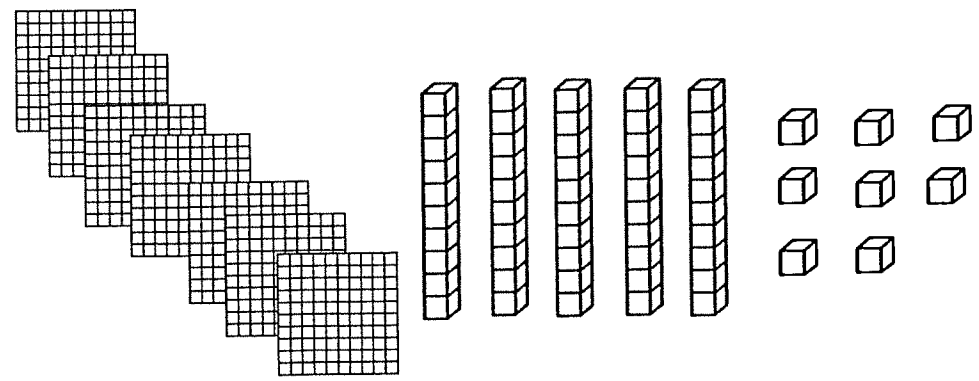
| Hundreds | Tens | Ones |
|----------|------|------|
| 4 | 6 | 4 |
| - 2 | 4 | 7 |
| | | |



| Hundreds | Tens | Ones |
|----------|------|------|
| 5 | 7 | 6 |
| - 1 | 4 | 8 |
| | | |



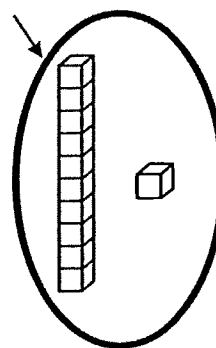
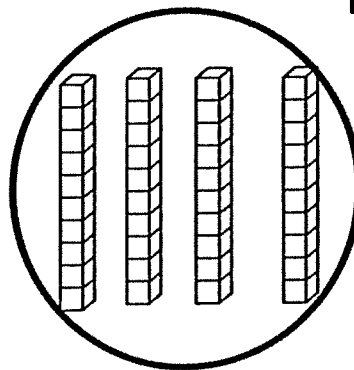
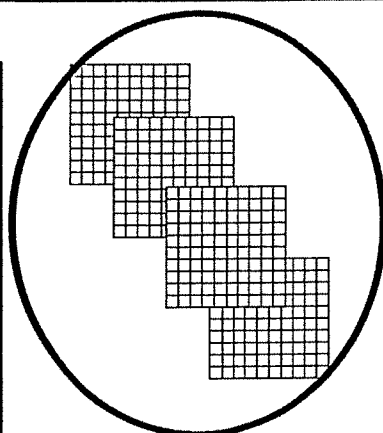
| Hundreds | Tens | Ones |
|----------|------|------|
| 7 | 5 | 8 |
| - 6 | 4 | 9 |
| | | |



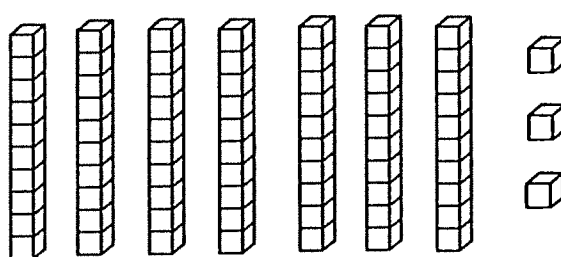
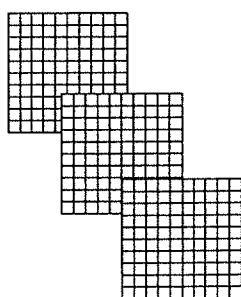
Regroup. Circle blocks to show how you regrouped. Then subtract.

EXAMPLE

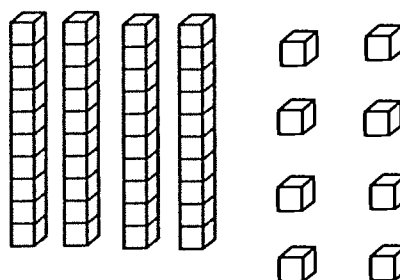
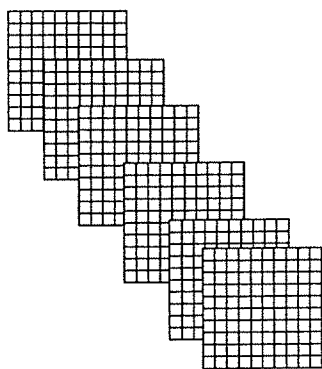
| Hundreds | Tens | Ones |
|----------|--------------|---------------|
| 4 | 5 | 11 |
| - 2 | 3 | 6 |
| 2 | 1 | 5 |



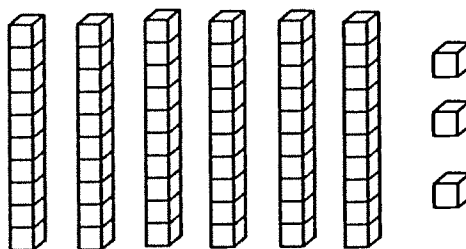
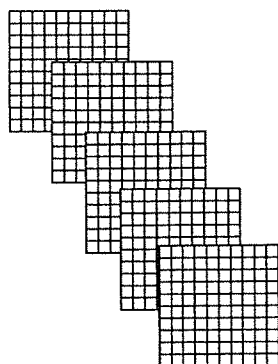
| Hundreds | Tens | Ones |
|----------|------|------|
| 3 | 7 | 3 |
| - 2 | 4 | 6 |
| | | |



| Hundreds | Tens | Ones |
|----------|------|------|
| 6 | 4 | 8 |
| - 4 | 1 | 9 |
| | | |



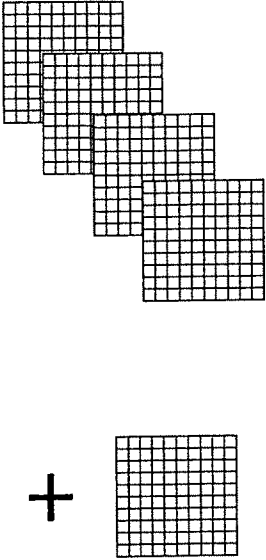
| Hundreds | Tens | Ones |
|----------|------|------|
| 5 | 6 | 3 |
| - 2 | 4 | 7 |
| | | |



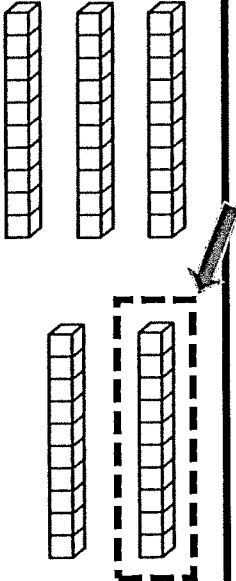
Three-Digit Addition with Regrouping

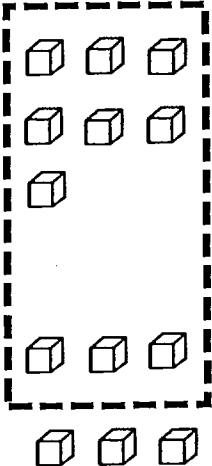
(Regroup the Ones)

Teaching
Resource

| Hundreds | Tens | Ones |
|---|--|--|
| 
+

4
+ 1

5 | 
1
3
1

5 | 

6

3 |

1. First, add the ones.

2. If the sum is more than 10 ones, regroup 10 ones as 1 ten and carry it to the tens column.

10 ones = 1 ten

3. Count the remaining ones.

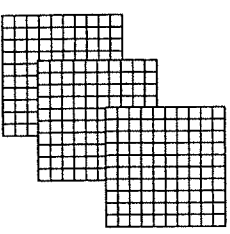
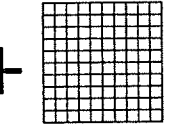
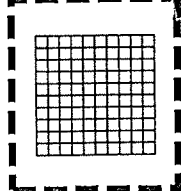
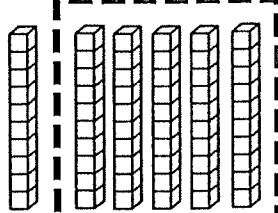
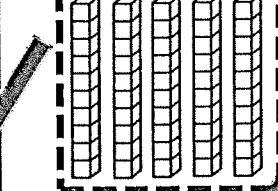
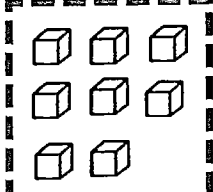
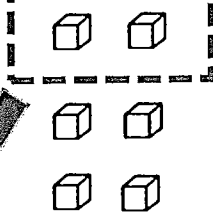
4. Add the tens.

5. Add the hundreds.

Three-Digit Addition with Regrouping

Teaching Resource

(Regroup the Ones and the Tens)

| Hundreds | Tens | Ones |
|---|--|---|
| 

 | 

 | 
 |
| $\begin{array}{r} 131 \\ + \end{array}$ | $\begin{array}{r} 165 \\ + \end{array}$ | $\begin{array}{r} 131 \\ + \end{array}$ |
| 5 | 2 | 5 |

1. First, add the ones.

2. If the sum is more than 10 ones, regroup 10 ones as 1 ten and carry it to the tens column.

10 ones = 1 ten

3. Count the remaining ones.

4. Add the tens. If the sum is more than 10 tens, regroup 10 tens as 1 hundred and carry it to the hundreds column.

10 tens = 1 hundred

5. Count the remaining tens.

6. Add the hundreds.

ADDITION *with* REGROUPING

1

Add the ones
place first!

36 14

+

28

Add the tens
place last!

64

If 10 or MORE, carry next door.

ADDITION
without
REGROUPING

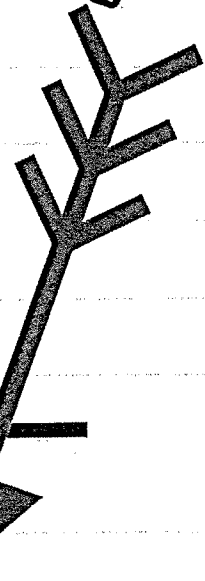
Add the ones
place first!

53

+

34

7



Add the tens
place last!

87

If 9 or LESS, let it rest!

Name _____

Addition With Regrouping

May 28

Add, then circle blocks to show how you regrouped the ones.

EXAMPLE

| Hundreds | Tens | Ones |
|----------|------|------|
| 1 | 3 | 7 |
| + 2 | 2 | 6 |
| 3 | 6 | 3 |

| Hundreds | Tens | Ones |
|----------|------|------|
| 3 | 1 | 5 |
| + 2 | 3 | 6 |
| | | |

| Hundreds | Tens | Ones |
|----------|------|------|
| 1 | 4 | 8 |
| + 4 | 1 | 9 |
| | | |

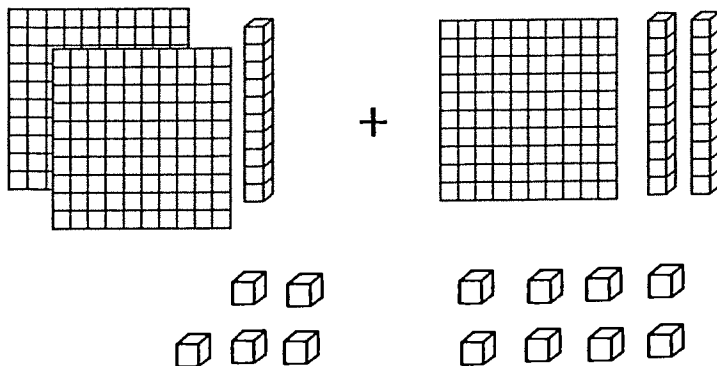
| Hundreds | Tens | Ones |
|----------|------|------|
| 2 | 5 | 3 |
| + 2 | 2 | 8 |
| | | |

Addition With Regrouping

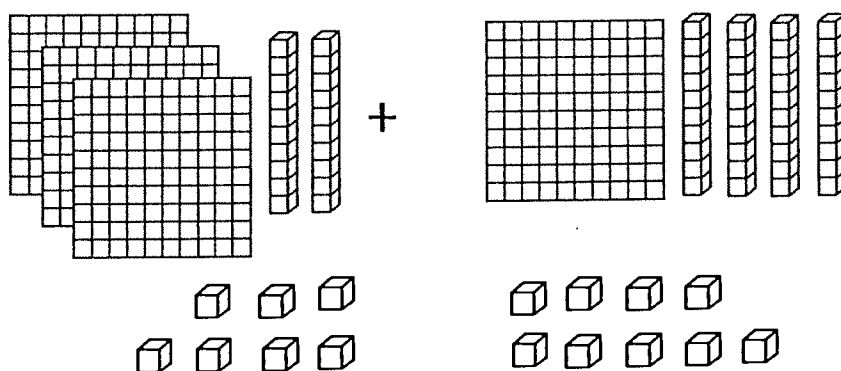
May 28

Add, then circle blocks to show how you regrouped the ones.

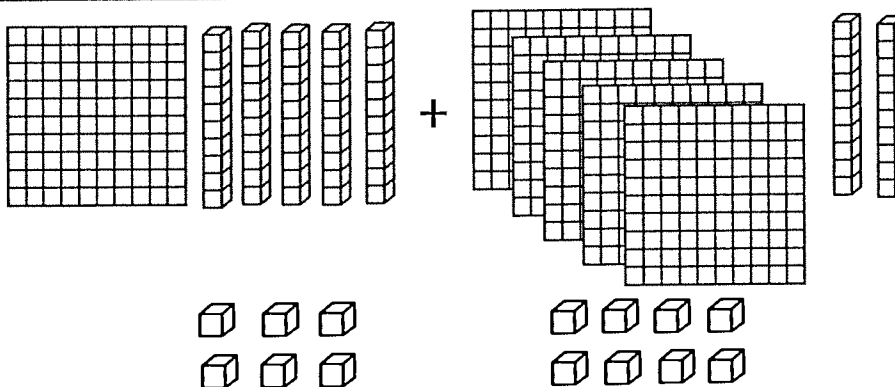
| Hundreds | Tens | Ones |
|----------|------|------|
| 2 | 1 | 5 |
| + 1 | 2 | 8 |
| | | |



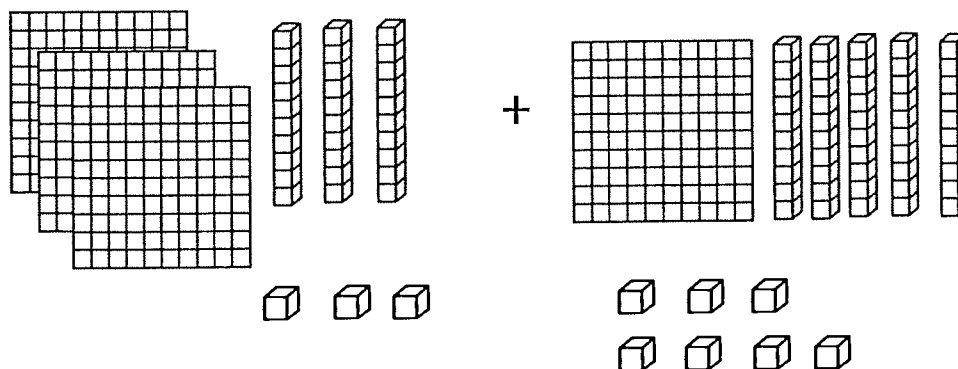
| Hundreds | Tens | Ones |
|----------|------|------|
| 3 | 2 | 7 |
| + 1 | 4 | 9 |
| | | |



| Hundreds | Tens | Ones |
|----------|------|------|
| 1 | 5 | 6 |
| + 5 | 2 | 8 |
| | | |



| Hundreds | Tens | Ones |
|----------|------|------|
| 3 | 3 | 3 |
| + 1 | 5 | 7 |
| | | |



Name _____

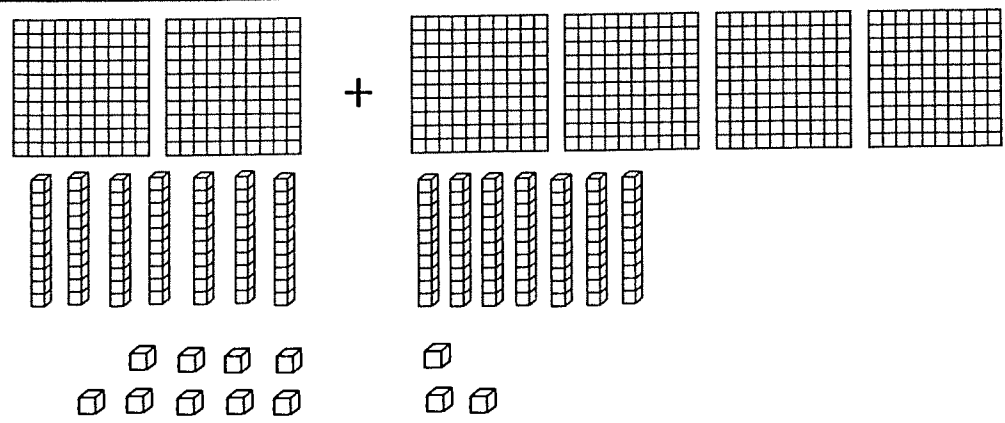
Addition With Regrouping

May 29

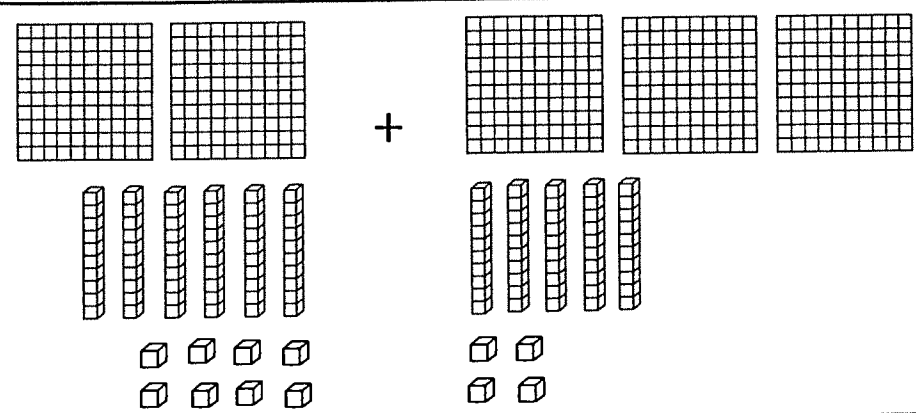


Add, then circle blocks to show how you regrouped the ones and the tens.

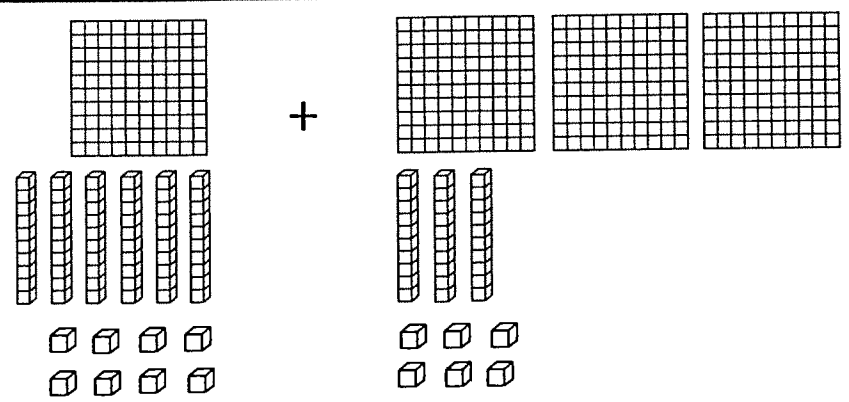
| Hundreds | Tens | Ones |
|----------|------|------|
| 2 | 7 | 9 |
| + 4 | 7 | 3 |
| | | |



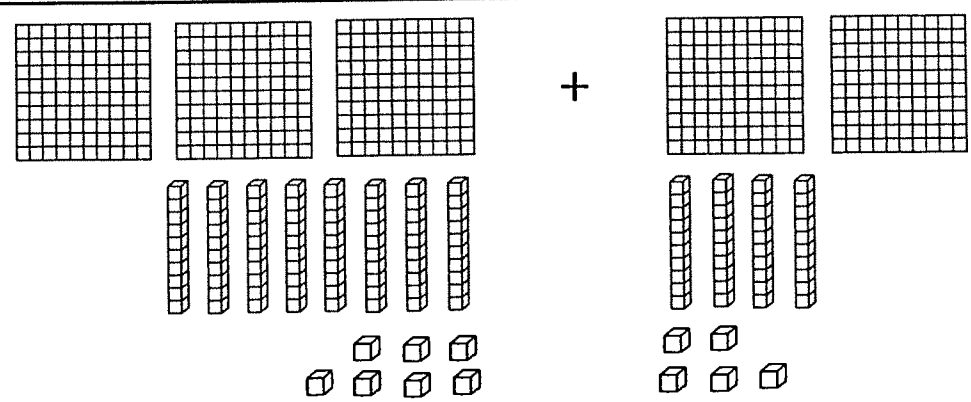
| Hundreds | Tens | Ones |
|----------|------|------|
| 2 | 6 | 8 |
| + 3 | 5 | 4 |
| | | |



| Hundreds | Tens | Ones |
|----------|------|------|
| 1 | 6 | 8 |
| + 3 | 3 | 6 |
| | | |



| Hundreds | Tens | Ones |
|----------|------|------|
| 3 | 8 | 7 |
| + 2 | 4 | 5 |
| | | |

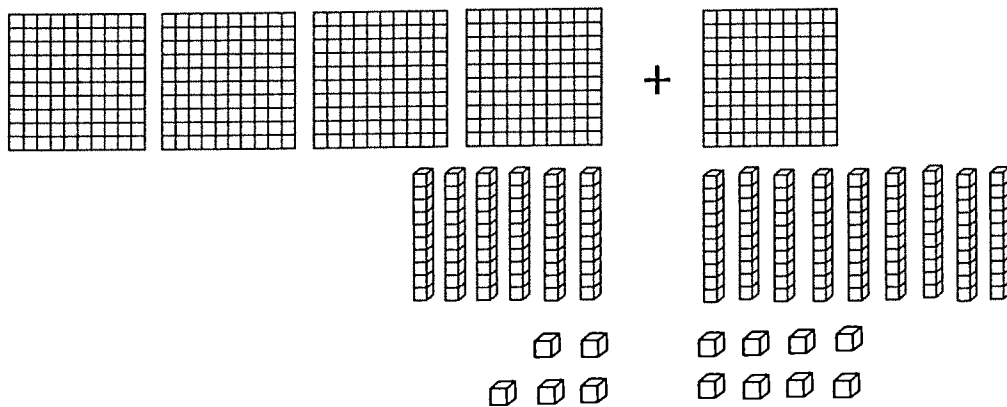


Name _____

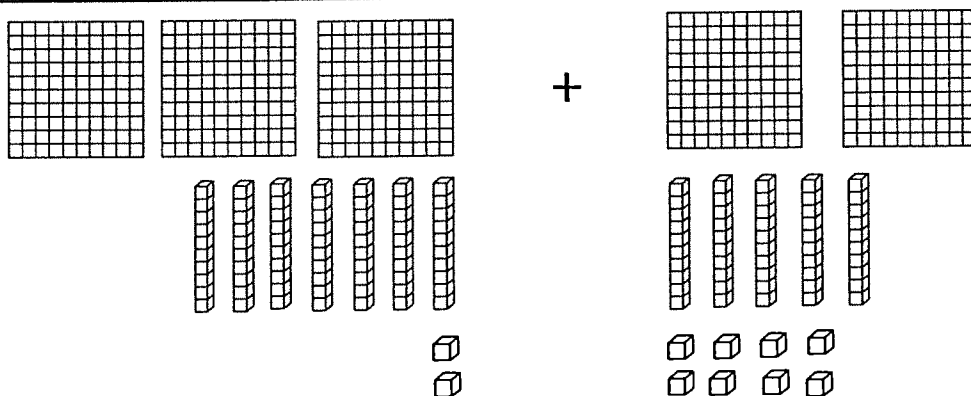
Addition With Regrouping May 29

Add, then circle blocks to show how you regrouped the ones and the tens.

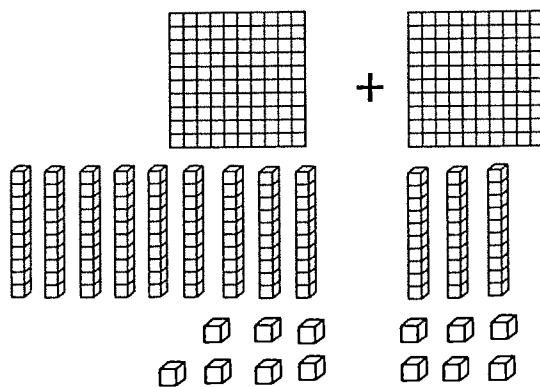
| Hundreds | Tens | Ones |
|----------|------|------|
| 4 | 6 | 5 |
| + 1 | 9 | 8 |
| | | |



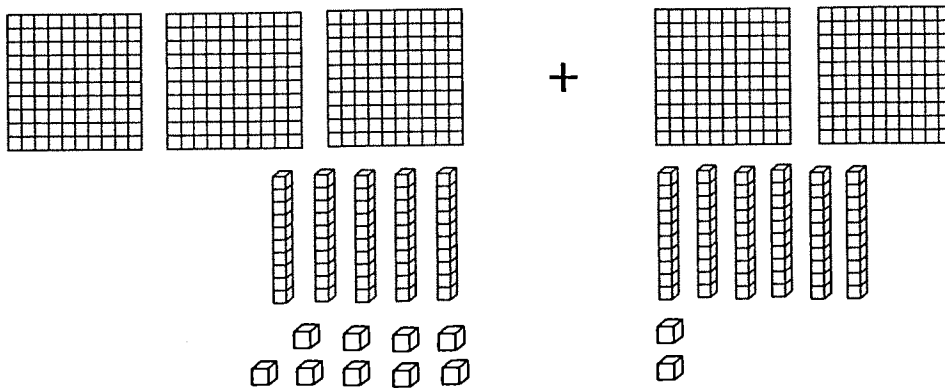
| Hundreds | Tens | Ones |
|----------|------|------|
| 3 | 7 | 2 |
| + 2 | 5 | 8 |
| | | |



| Hundreds | Tens | Ones |
|----------|------|------|
| 1 | 9 | 7 |
| + 1 | 3 | 6 |
| | | |

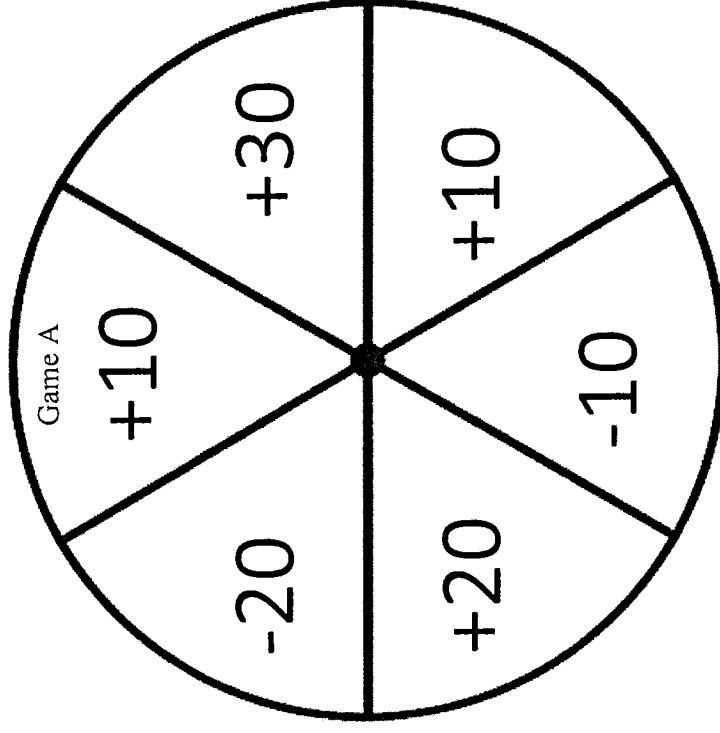
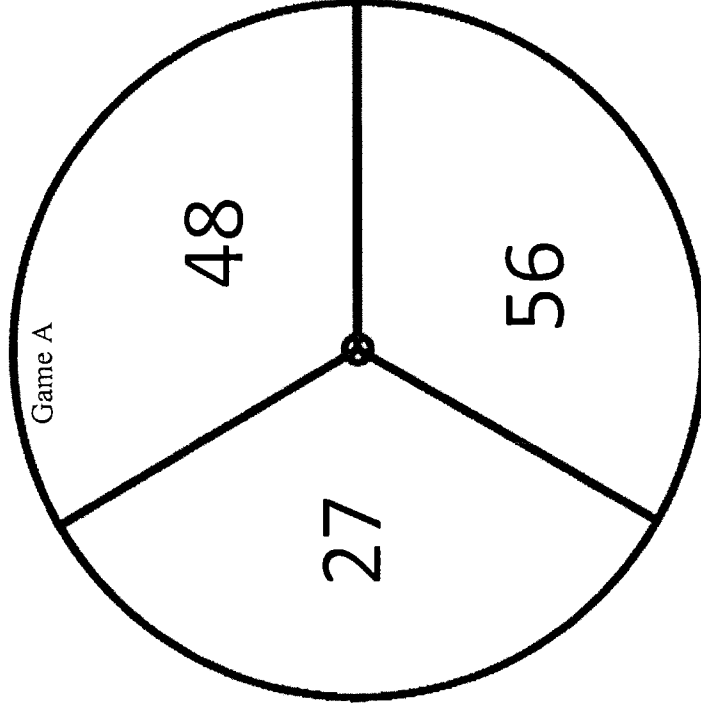
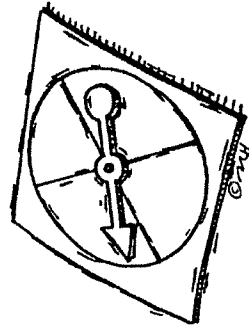


| Hundreds | Tens | Ones |
|----------|------|------|
| 3 | 5 | 9 |
| + 2 | 6 | 2 |
| | | |



3 in a Line

GAME A



Use paper clips or place a transparent overhead spinner over each circle.

3 in a Line

Each student should have his or her own copy of the game board. On your turn, roll the dice to make a problem, solve the problem and cover the solution on your game board. You may use a manipulative such as bundles and sticks, a 10 row beadrack or 10 frame cards to work out the task. The first player with 3 in a line (horizontally, vertically or diagonally) wins.

| | | | | |
|----|----|----|----|----|
| 28 | 7 | 66 | 58 | 28 |
| 76 | 37 | 36 | 17 | 78 |
| 68 | 86 | 38 | 37 | 66 |
| 58 | 58 | 47 | 58 | 46 |
| 57 | 38 | 66 | 78 | 68 |

First cube or spinner

Second cube or spinner

27

+10

27

+10

48

+20

48

+30

56

-10

56

-20

Game A

3 in a Line

Each student should have his or her own copy of the game board. On your turn, roll the dice to make a problem, solve the problem and cover the solution on your game board. You may use a manipulative such as bundles and sticks, a 10 row beadrack or 10 frame cards to work out the task. The first player with 3 in a line (horizontally, vertically or diagonally) wins.

| | | | | |
|----|----|----|----|----|
| 28 | 7 | 66 | 58 | 28 |
| 76 | 37 | 36 | 17 | 78 |
| 68 | 86 | 38 | 37 | 66 |
| 58 | 58 | 47 | 58 | 46 |
| 57 | 38 | 66 | 78 | 68 |

Game A

First cube or spinner

Second cube or spinner

27

+10

27

+10

48

+20

48

+30

56

-10

56

-20

