U.S. Traditional Addition

Home Link 1-7

NAME DATE TIME

SRB 92-93

Family Note In today's lesson students were introduced to U.S. traditional addition. The steps are listed below.

Step 1

Add the 1s: 9 + 7 = 16.

16 ones = 1 ten and 6 ones

Write 6 in the 1s place below the line.

Write 1 above the digits in the 10s place.

$$\begin{array}{r} {\scriptstyle 1} \\ 79 \\ +47 \\ \hline 6 \end{array}$$

Step 2

Add the 10s: 7 + 4 + 1 = 12.

12 tens = 1 hundred + 2 tens

Write 2 in the 10s place below the line.

Write 1 in the 100s place below the line.

$$\begin{array}{r} {\scriptstyle 1} \\ 79 \\ +47 \\ \hline 126 \end{array}$$

Make an estimate. Write a number model to show what you did. Then solve using U.S. traditional addition. Compare your answer with your estimate to see if your answer makes sense.

① $\begin{array}{r} 36 \\ +46 \\ \hline \end{array}$ Estimate: _____	② $\begin{array}{r} 47 \\ +95 \\ \hline \end{array}$ Estimate: _____	③ 784 + 889 = Estimate: _____
④ $\begin{array}{r} 689 \\ +839 \\ \hline \end{array}$ Estimate: _____	⑤ 279 + 1,795 = Estimate: _____	⑥ 3,746 + 6,255 = Estimate: _____

Practice

⑦ Round 2,787 to the nearest . . .

hundred _____ thousand _____

⑧ Round 54,681 to the nearest . . .

thousand _____ ten-thousand _____

Grouping by Multiples of 10

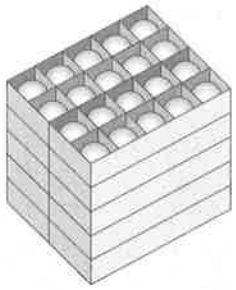
Home Link 1-8

NAME DATE TIME

Alfie is ordering table tennis balls for the recreation center. A box holds 10 balls. A carton of table tennis balls holds 10 boxes.

SRB 102

Box of table tennis balls



Carton of table tennis balls

(1) How many table tennis balls are in one carton? _____

(2) Alfie ordered 7 cartons and 3 boxes of table tennis balls. How many balls did he order? _____

Show how you know your answer is correct.

(3) Explain how the cartons and boxes for table tennis balls are like the digits for numbers in our base-10 number system.

Practice

(4) 440 + 294 = _____

(5) 166 + 707 = _____

(6) _____ = 425 + 886

(7) 1,474 + 529 = _____

U.S. Traditional Subtraction

Home Link 1-9

NAME DATE TIME

Family Note In today's lesson students were introduced to U.S. traditional subtraction. The process is shown below for the problem 653 – 387.

SRB 82-84, 100-101

Step 1:

Start with the ones. Trade 1 ten for 10 ones. Subtract the ones.

	100s	10s	1s
		4	13
	6	~~5~~	~~3~~
–	3	8	7
			6

Step 2:

Go to the tens. Trade 1 hundred for 10 tens. Subtract the tens.

	100s	10s	1s
		14	
	5	~~4~~	13
	~~6~~	~~5~~	~~3~~
–	3	8	7
		6	6

Step 3:

Go to the hundreds. We don't need to regroup, so just subtract.

	100s	10s	1s
		14	
	5	~~4~~	13
	~~6~~	~~5~~	~~3~~
–	3	8	7
	2	6	6

Make an estimate. Write a number model to show what you did. Then solve using U.S. traditional subtraction. Compare your answer with your estimate to see whether your answer makes sense.

① 85 − 38 Estimate: _____	② 613 − 249 Estimate: _____	③ 506 − 187 = _____ Estimate: _____
④ 951 − 695 = _____ Estimate: _____	⑤ 1,544 − 749 Estimate: _____	⑥ 7,003 − 4,885 = _____ Estimate: _____

Practice

⑦ 740 + 294 = _____

⑧ 2,566 + 807 = _____

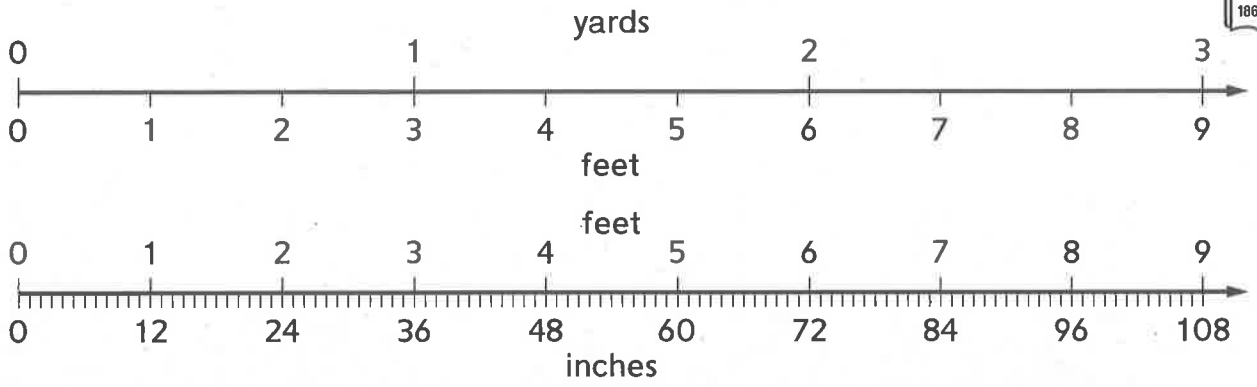
Snake Lengths

Home Link 1-10

NAME DATE TIME

Use the measurement scales to solve the problems.

SRB 186-187



①

Feet	Inches
1	
6	
8	
12	

②

Yards	Feet
1	
3	
8	
16	

③ The king cobra can measure a little over 4 yards in length. The black mamba can reach a length of almost 5 yards. What is the combined length of the two snakes in feet?

Answer: _____ feet

④ The Burmese python can be anywhere from 16 to 23 feet long. What is the difference in length in inches between the longest and shortest Burmese python?

Answer: _____ inches

Practice

⑤ Write 4,857 in words.

_____

⑥ Write 14,066 in words.

_____

Line Segments, Lines, and Rays

Home Link 1-11

NAME DATE TIME

SRB 226-227, 230-231

① List at least 5 things in your home that remind you of line segments.

Use a straightedge to complete Problems 2 and 3.

② **a.** Draw and label line *EF*.

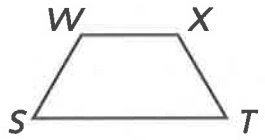
b. Draw and label line segment *EF*.

c. Explain how your drawings of line *EF* and line segment *EF* are different.

③ **a.** Draw and label ray *SR*.

b. Anita says ray *SR* can also be called ray *RS*. Do you agree? Explain.

④



Name the parallel line segments.

Practice

⑤
$$\begin{array}{r} 964 \\ -\ 348 \\ \hline \end{array}$$

⑥
$$\begin{array}{r} 662 \\ -\ 497 \\ \hline \end{array}$$

⑦
$$\begin{array}{r} 2,423 \\ -\ 1,491 \\ \hline \end{array}$$

Angles and Quadrilaterals

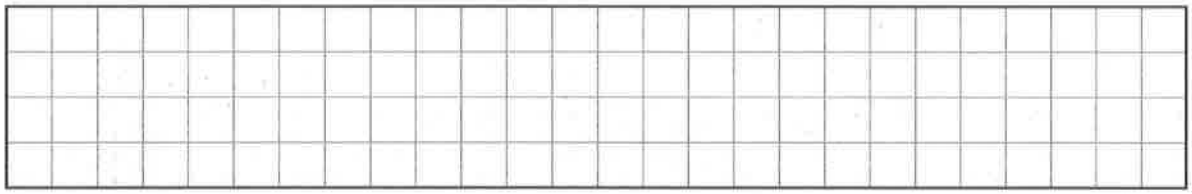
Home Link 1-12

NAME DATE TIME

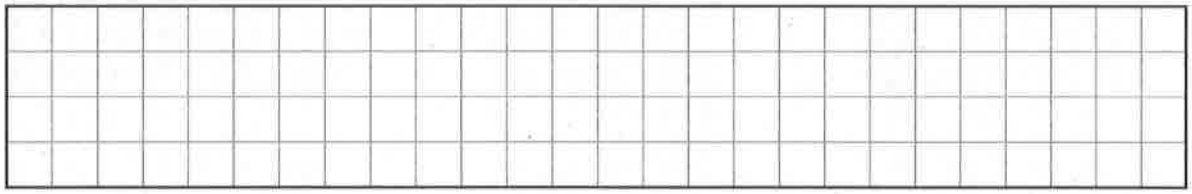
Use a straightedge to draw the geometric figures.

SRB 228-229, 233

1. Draw 2 examples of a rectangle.



2. Draw 2 examples of a right triangle.



3. How are the shapes in Problems 1 and 2 similar? How are they different?

_____

_____

_____

4. **a.** Draw right angle *DEF*.

5. Draw an angle that is larger than a right angle. Label the vertex *K*.

b. What is the vertex of the angle? Point _____

c. What is another name for $\angle DEF$? _____

Practice

Use U.S. traditional subtraction.

6. _____ = 756 − 348

7. 700 − 450 = _____

8. 7,942 − 3,887 = _____

Finding the Perimeter

Home Link 1-13

NAME DATE TIME

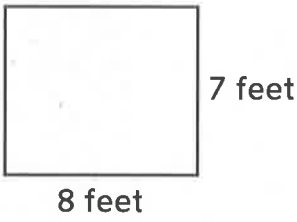
Family Note In class, students developed some rules, or *formulas*, for finding the perimeter of a rectangle. Here are three possible formulas:

- Add the measures of the four sides: perimeter of a rectangle = length + length + width + width. This formula can be abbreviated as: $p = l + l + w + w$.
- Add the two given sides and double the sum: perimeter of a rectangle = 2 * (length + width). This formula can be abbreviated as: $p = 2 * (l + w)$.
- Double the length, double the width, and then add: perimeter of a rectangle = (2 * length) + (2 * width). This formula can be abbreviated as: $p = 2l + 2w$.

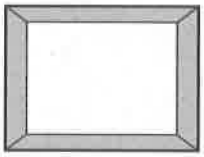
In all of the formulas, the letter p stands for the *perimeter of a rectangle*, the letter l stands for the *length of the rectangle*, and the letter w stands for the *width of the rectangle*.

Find the perimeters of the rectangles below.

SRB 200

① 

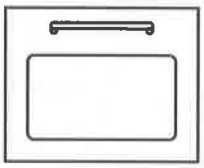
Perimeter: _____ feet

② 

Perimeter: _____ inches

③ 

Perimeter: _____ feet

④ 

Perimeter: _____ inches

⑤ The perimeter of a garden is 42 feet. The length is 15 feet. What is the width?

Width: _____ feet

Practice

Round each number to the nearest ten-thousand and hundred-thousand.

⑥ 421,492 _____ _____

⑦ 895,531 _____ _____