

• Some Went Away Stories, Part 1

Power Up

facts

Power Up 20

jump start

 Count up by 2s from 0 to 30 and then back down to 0.

 Draw hands on your clock to show “ten o’clock.” It is night. Write the time in digital form.

 Mark your thermometer to show 15°C.

mental math

a. **Number Sense:** $4 + 11$

b. **Number Sense:** $8 + 8$

c. **Money:** $\$7 + \10

d. **Money:** Find the value of these coins:



problem solving

Focus Strategy: Write a Number Sentence

Tim started with \$6. Then he earned some money doing chores. After getting paid for the chores, Tim had \$16. How much money did Tim earn?

Understand We are given a beginning amount and a total amount. We are asked to find how much money Tim earned.

Plan We can *write a number sentence*.

Solve We can write this number sentence: $\$6 + \square = \16 .

Now we need to find the missing number. We know that $6 + 10 = 16$, so **Tim earned \$10**.

Check Our answer makes sense, because $\$6 + \$10 = \$16$. This is the total Tim had after getting paid.

New Concept

Word problems often tell a story. We carefully read the story to understand what is happening. We have practiced some and some more stories. Here is another kind of story.

John had \$12. He spent \$5 for a book. Then he had \$7.

Notice what is happening in this story. John had some money. Then some of John's money "went away" because he spent it. This is a **some went away** story.

A some went away story is a subtraction story.

Some – some went away = what is left

$$\$12 - \$5 = \$7$$

We can also write the information this way.

Some	\$12
– Some went away	– \$ 5
What is left	\$ 7

Generalize What is another name for the number that tells "what is left"?

Example

Rebecca had \$65. Then she spent \$13. How much money did Rebecca have left?

At the beginning of the story, Rebecca had \$65. Then \$13 "went away." We are asked how much money she had left. We write a number sentence for this story.

$$\$65 - \$13 = \square$$

Since $\$65 - \13 is \$52, we know the difference is \$52. We answer the question with a complete sentence.

Rebecca had \$52 left.

Formulate Show another way to write the information in this story.

Lesson Practice

Write a number sentence for each story. You may use your money manipulatives to help you find the answer. Answer each question with a complete sentence.

- a. Donald had \$26. He spent \$12 on a new game. How much money did he have left?
- b. Sarah had \$43. Then she bought a new coat for \$36. How much money did Sarah have after she bought the coat?
- c. Jim had \$40. He bought a shirt that cost \$25. How much change did he get?

Written Practice

Distributed and Integrated

1. List the first three months of the year and the number of days in each of those months in a common year.
(1)

Formulate

Write number sentences for the stories in problems 2 and 3. Then write a complete sentence to answer each question.

2. Mike had \$450. Rita paid him \$140 more. Then how much money did Mike have?
(16, 18)
3. Jenny had \$36. She spent \$12 for a class party. Then how much did Jenny have?
(20)
4. Use words to write \$647.
(12)
5. Write 647 in expanded form.
(11)
6. Write the amount of money shown using numbers.
(12)



Generalize

What are the next four numbers in each sequence? Write the rule for each.

7. 18, 27, 36, 45, _____, _____, _____, _____, ...
(2)

8. 18, 24, 30, 36, _____, _____, _____, _____, ...
(2)

9. Use money to help you with this subtraction:
(19)

$$\$340 - \$126$$

10. Use 7, 8, and 15 to write two addition facts and two subtraction facts.
(8)

Add or subtract, as shown:

11. $\$57 - \52
(14)

12. $25 + 73$
(13)

13. $340 - 140$
(19)

14. $\$279 + \119
(16)

15. $5 + 7 + 4 + 10$
(10)

16. $\$34 + \51
(13)

17. Alan, Kalia, and Alita went on a fishing trip. Alan caught 3 fish.
(10) Kalia caught 5 fish. Alita caught 2 fish. How many fish did they catch in all?

Find the missing addend:

18. $8 + m = 15$
(9)

19. $56 + \square = 86$
(9)

20. **Justify** Gina bought a pair of shoes for \$27 and a pair of socks
(11, 17, 18) for \$6. She gave the cashier three \$10 bills and three \$3 bills.
Did she give the cashier the right amount of money? How do you know?



DeMario is saving his money for a new telescope so he can learn more about space. The telescope costs \$76. Demario had saved \$23 and earned \$14 more doing chores around the neighborhood. How much more does DeMario need to buy the telescope? You may wish to use money manipulatives to help you find the answer.

Focus on

• Working with Money

In this investigation you will work with a partner to practice **exchanging** money. You will record the results of the exchange on an activity sheet.

Getting Started

Sit with your partner. You and your partner should each take three \$100 bills, four \$10 bills and five \$1 bills from the bank. Now you each have \$345. Leave the rest of the money in the bank so both partners can reach.

Each money exchange needs a Student A and a Student B. Decide with your partner who will be A and who will be B. You will keep this letter for the whole activity.



Activity

Money Exchanges

Materials: **Lesson Activity 10**

Record each exchange on your worksheet.

First Exchange

Be sure each partner begins with \$345.

- Student A gives Student B \$32.
- Count how much money each student has. Record your answer on your worksheet. Begin the second exchange.

Second Exchange

- Student B gives Student A \$43.
- Count how much money each student has. Record your answer on your worksheet. Begin the third exchange.

Third Exchange

- Student A gives Student B \$128. Student A needs eight \$1 bills but only has six.

Go to the bank. Student A trades one \$10 bill for ten \$1 bills.

Now Student A can give \$128 to Student B.

- After the exchange, B has twelve \$1 bills.

Go to the bank. Student B trades ten \$1 bills for one \$10 bill.

- Count how much money each student has. Record your answer on your worksheet. Include the regrouping. Begin the fourth exchange.

Fourth Exchange

- Student B gives Student A \$114. Student B needs four \$1 bills but only has two.

Go to the bank. Student B trades one \$10 bill for ten \$1 bills.

Now Student B can give \$114 to Student A.

- After the exchange, Student A has twelve \$1 bills.

Go to the bank. Student A trades ten \$1 bills for one \$10 bill.

- Count how much money each student has. Record your answer on your worksheet. Include the regrouping. Begin the fifth exchange.

Fifth Exchange

- Student A gives Student B \$161. Student A needs six \$10 bills but only has four.

Go to the bank. Student A trades one \$100 bill for ten \$10 bills.

Now Student A can give \$161 to Student B.

- After the exchange, Student B has ten \$10 bills.

Go to the bank. Student B trades ten \$10 bills for one \$100 bill.

- Count how much money each student has. Record your answer on your worksheet. Include the regrouping. Begin the sixth exchange.

Sixth Exchange

- Student B gives Student A \$164. Student B needs six \$10 bills but has none.

Go to the bank. Student B trades one \$100 bill for ten \$10 bills.

Now Student B can give \$164 to Student A.

- After the exchange, Student A has fourteen \$10 bills.

Go to the bank. Student A trades ten \$10 bills for one \$100 bill.

- Count how much money each student has. Record your answer on your worksheet. Include the regrouping.

What do you notice about the final sum and difference?

partners have the amount of money they started with.