LESSON 18

• Some and Some More Stories, Part 1

Power Up

facts Power Up 18

jump start

Count up by 100s from 0 to 1000 and back.

Draw hands on your clock to show "half past midnight." Write the time in digital form.

Mark your thermometer to show 51°F.

mental math

a. **Expanded Form:** 100 + 20 + 3

b. **Patterns:** 20, 15, _____, 5, 0

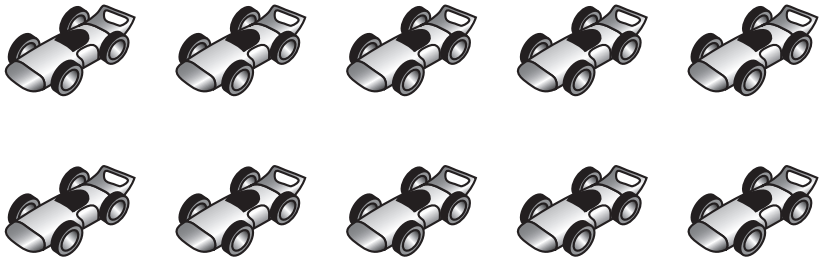
c. **Number Sense:** 14 − 9

d. **Measurement:** 6 inches + 6 inches

problem solving

Focus Strategy: Guess and Check

Tyler and Chad have 10 toy cars altogether.



Tyler has 2 more cars than Chad. How many toy cars does each boy have?

Understand We are told the total number of toy cars. We are asked to find how many toy cars each boy has.

Plan We can *guess* an answer and then *check* our guess.

Solve We look for two numbers whose sum is 10 and whose difference is 2. We can guess 7 cars for Tyler and 5 cars for Chad. The total is 12 cars, which is too high. We can guess 6 cars for Tyler and 4 cars for Chad. The total is 10 cars.

Check There are 10 cars altogether, and $6 + 4 = 10$. Six is 2 more than 4 ($6 - 4 = 2$). Our guess of 6 cars for Tyler and 4 for Chad is correct.

New Concept

Many word problems tell a story. If we understand what is happening in the story, it is easier to solve the problem. Look at this story.

John had $5. Then he earned $7. Now John has $12.

Notice what is happening in this story. John had some money. Then he earned some more money. We call a story like this a **some and some more** story.

A some and some more story is an addition story.

Some + some more = total

$\$5 + \$7 = \$12$

We can also write the information this way.

Some	→	$5
+ Some more	→	+ $7
Total	→	12

Generalize Why is a some and some more story an addition story?

Example 1

Write a number sentence for this story.

Nolan threw 25 baseballs. Later, he threw 62 baseballs. Altogether, Nolan threw 87 baseballs.

25 baseballs + 62 baseballs = 87 baseballs

Example 2

Here is a some and some more story with a missing number. Find the missing number. Then answer the question.

Mickey saw 15 rabbits. Then he saw 7 more rabbits. How many rabbits did he see in all?

Mickey saw some, and then he saw some more.

Some + some more = total

15 rabbits + 7 rabbits = ☐ rabbits

Since 15 + 7 = 22, we know the total is 22 rabbits. We answer the question with a complete sentence. **Mickey saw 22 rabbits in all.**

Example 3

Make up a some and some more story for this number sentence.

$5 + $3 = $8

Write a story and tell it to a classmate or to your teacher. One story for this number sentence is:

Tasha had $5. Her mom gave her $3. Then she had $8.

Lesson Practice

a. Write a number sentence for the following story.

Gus had seven dollars. He received five dollars more in a birthday card. Then Gus had twelve dollars.

b. The following story has a missing number. Write a number sentence for this story. Then write a complete sentence to answer the question.

Diane ran 5 laps in the morning. She ran 8 laps in the afternoon. How many laps did she run in all?

c. Write a number sentence for this story. Then write a complete sentence to answer the question.

Dan had some play money in his pockets. He had $50 in his left pocket and $25 in his right pocket. How much play money did Dan have in both pockets?

d. Make a some and some more story with a question for this number sentence.

7 birds + 8 birds = ? birds

Written Practice

Distributed and Integrated

1. (18) Write a number sentence for this some and some more story. Then write a complete sentence to answer the question.

Sergio had $12. He earned $5 more. Then how much money did Sergio have?

2. (12, 15) **Analyze** Round seven hundred sixty-seven to the nearest hundred.

3. (18) **Formulate** Write a number sentence for this story. Then write a complete sentence to answer the question.

Nate had $37. He earned $20 more. Then how much money did Nate have?

4. (12) Use words to write $919.

5. (11) Write 919 in expanded form.

6. (16) Find the sum of $167 and $528.

Connect What are the four missing numbers in each sequence?

7. (2) 4, 8, 12, _____, _____, _____, _____, 32, . . .

8. (2) 9, 18, _____, _____, _____, _____, 63, 72, . . .

9. (15) Is $248 closer to $200 or $300?

10. (3, 5) **Analyze** Marisol's music class starts at a quarter to one in the afternoon. At a quarter to one, the minute hand is pointing to what number?

Add or subtract, as shown:

11. $65 − $24 *(14)*

12. 56 − 54 *(14)*

13. 38 − 15 *(14)*

14. 6 + 6 + 6 *(10)*

15. $56 − $32 *(14)*

16. $100 + $60 + $4 *(11)*

Find the missing addend:

17. $52 = m + 32$ *(9)*

18. $\square + 10 = 100$ *(9)*

19. Show how to write a quarter to nine o'clock in the morning in digital form. *(5)*

20. **Multiple Choice** What is the total number of minutes in a quarter of an hour plus half of an hour? *(5)*

A 15 **B** 30 **C** 45 **D** 60

Early Finishers *Real-World Connection*

Susan went on a field trip to an alligator farm in Jacksonville. A worker told the children that an alligator clutch on the farm had hatched 70 alligators. Twelve babies were male. How many babies were female?

LESSON 19

• Subtracting Three-Digit Numbers, Part 1

Power Up

facts

Power Up 19

jump start

Count up by 10s from 100 to 200.
Count up by 25s from 0 to 200.

Draw hands on your clock to show "five o'clock." It is afternoon. Write the time in digital form.

Mark your thermometer to show normal body temperature.

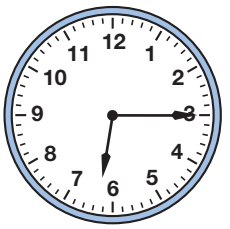
mental math

a. Fact Family: Find the missing number in this fact family:

$\square + 9 = 11 \quad 11 - 9 = \square$

$9 + \square = 11 \quad 11 - \square = 9$

b. Time: It is evening. What time will it be 4 hours after the time shown on this clock?



c. Number Sense: 2 + 10 + 1

d. Number Sense: 3 + 11

problem solving

Sylvia has 3 coins. The total value is 12¢. What coins does Sylvia have?

New Concept

Visit www.SaxonMath.com/Int3Activities for a calculator activity.

In this lesson we will use money manipulatives to help us subtract three-digit numbers. We will also subtract using pencil and paper.

Predict What bills should we use to help us subtract three-digit numbers?

Example 1

Matt and Cindy were playing a board game. Cindy had $537. When she landed on Matt's property, she had to pay $125. How much money did Cindy have left?

Cindy had $537. To show this we put on our desk five $100 bills, three $10 bills, and seven $1 bills.

5 3 7

She had to pay Matt $125. We show this by taking from the desk one $100 bill, two $10 bills, and five $1 bills. Then we count how much money Cindy has left.

Cindy starts with $537

5 3 7

Cindy pays Matt $125 –

1 2 5

Cindy has $412 left

4 1 2

After paying Matt, Cindy had four $100 bills, one $10 bill, and two $1 bills. She had **$412.**

We can also subtract with pencil and paper. First we subtract the digits in the ones place. Next we subtract the digits in the tens place. Last we subtract the digits in the hundreds place.

Start

$537
– $125
$412

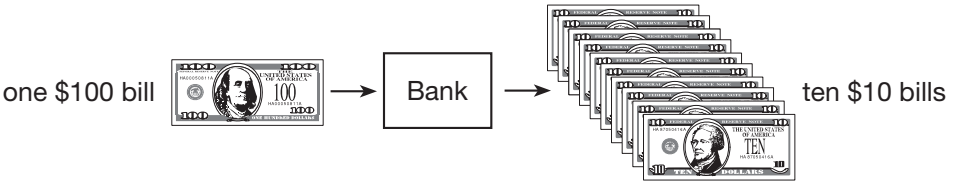
Sometimes we need to trade one $10 bill for ten $1 bills or one $100 bill for ten $10 bills when subtracting. Read this example to see how Matt used the bank to regroup his money.

Example 2

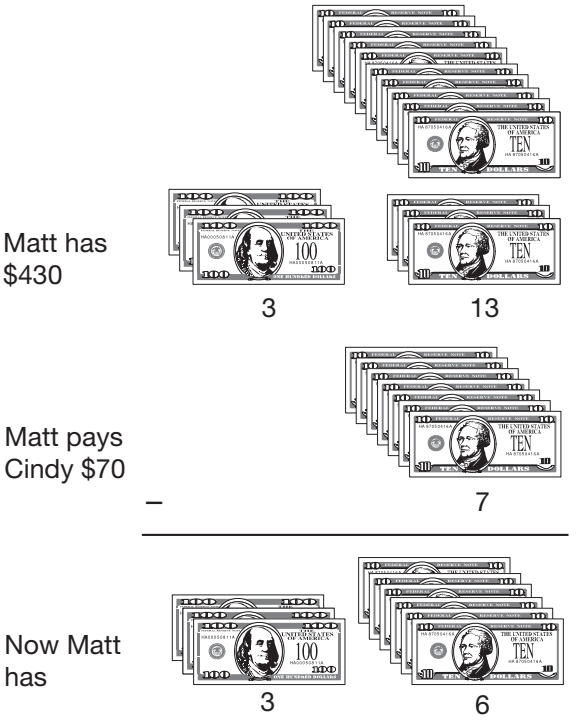
Matt has $430. If he pays Cindy $70 rent, how much money will Matt have left?

Matt's money equals four $100 bills and three $10 bills.

He needs to pay $70, which is seven $10 bills. He does not have enough $10 bills, so he can trade one $100 bill for ten $10 bills.



After regrouping, Matt has three $100 bills and thirteen $10 bills. Now he can pay Cindy $70 with seven $10 bills.



After paying Cindy, Matt will have three $100 bills and six $10 bills, which is **$360.**

We can also subtract with pencil and paper. First we subtract the digits in the ones place. We know that 0 ones from 0 ones is zero. Next we look at the digits in the tens place.

Start

$$\begin{array}{r} \$430 \\ -\ \$\ \ 70 \\ \hline 0 \end{array}$$

We cannot subtract 7 from 3, so we trade one of the hundreds for 10 tens. We show that we are trading one of the hundreds by drawing a line through the 4 and writing a 3 above it. We now have 3 hundreds and 13 tens. We show the 13 tens by placing a small 1 in front of the 3.

$$\begin{array}{r} {}^{3}\ {}_{1} \\ \$\cancel{4}30 \\ -\ \$\ \ 70 \\ \hline 0 \end{array}$$

Now we are ready to subtract.

$$\begin{array}{r} {}^{3}\ {}_{1} \\ \$\cancel{4}30 \\ -\ \$\ \ 70 \\ \hline \mathbf{\$360} \end{array}$$

Example 3

Cindy had $472. She had to pay Matt $238 for a new property. How much money did Cindy have left?

We will subtract using pencil and paper. First we look at the digits in the ones place. We cannot subtract 8 ones from 2 ones so we trade one of the tens for 10 ones. Now we have 6 tens and 12 ones. We are ready to subtract.

$$\begin{array}{r} {}^{6}\ {}_{1} \\ \$47\cancel{2} \\ -\ \$238 \\ \hline \mathbf{\$234} \end{array}$$

Lesson Practice

Act out the stories in problems **a** and **b** with money manipulatives. Then show the subtraction with pencil and paper.

a. Cindy had $843. She landed on a property that had a house. She had to pay Matt $125. How much money did she have left?

b. Matt had $720. He had to pay Cindy $250. How much money did he have left?

Use pencil and paper to subtract.

c. $63 − $47

d. $354 − $182

Written Practice

Distributed and Integrated

1. Find the sum of $321 and $123.
(16)

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

2. Nellie has $25. Julie has $20. How much money do Nellie and Julie have together?
(18)

3. Yolanda had $450. She earned $120 more from babysitting. Then how much money did Yolanda have? Use manipulatives to help you find the answer.
(16, 18)

4. Is $67 closer to $60 or $70? Is $670 closer to $600 or $700?
(15)

5. Write 330 in expanded form.
(11)

6. Use manipulatives to find the difference of $567 and $232.
(19)

What are the next four numbers in each sequence?

7. 14, 21, 28, 35, _____, _____, _____, _____, . . .
(2)

8. 25, 50, 75, 100, _____, _____, _____, _____, . . .
(2)

9. Round $91 to the nearest ten. Round $910 to the nearest hundred.
(15)

10. **Conclude** Terrance has a doctor's appointment at a quarter past nine in the morning. He arrived at the doctor's office at 9:30 a.m. Was he on time for his appointment? Explain your answer.
(5)