Name _____

Reteaching 1

Lesson 1

• Review of Addition

- Added numbers are called **addends** and the answer is the **sum**.

  addend + addend = sum

  Example:

$$\begin{array}{r} 5 \\ +\ 2 \\ \hline 7 \end{array} \qquad \begin{array}{r} \text{addend} \\ +\ \text{addend} \\ \hline \text{sum} \end{array}$$

- **The Commutative Property of Addition** tells us that changing the order of the addends does not change the sum.

  $6 + 3 = 9 \qquad 3 + 6 = 9$

- The **Identity Property of Addition** tells us that when we add zero to a number, that number does not change.

  $7 + 0 = 7 \qquad 0 + 2 = 2$

- The expression $2 + 6 = 8$ is a **number sentence**.

- **"Some and some more"** problems have an addition formula.

Formula	**Problem**
Some	6 volleyballs
+ Some more	+ 7 volleyballs
Total	13 volleyballs

- To find a missing addend, we subtract the known addend from the sum.

$$\begin{array}{r} 5 \\ +\ n \\ \hline 8 \end{array} \qquad \begin{array}{r} 8 \\ -\ 5 \\ \hline n = 3 \end{array} \qquad \begin{array}{r} n \\ +\ 4 \\ \hline 6 \end{array} \qquad \begin{array}{r} 6 \\ -\ 4 \\ \hline n = 2 \end{array}$$

Practice:

1. $5 + 4 =$ _____ **2.** $3 + 0 =$ _____ **3.** $1 + 3 + 7 =$ _____

4. Write two number sentences to show the commutative property of 3 and 8:

_____ + _____ = _____

_____ + _____ = _____

Find the missing addend.

5. $7 + n = 12$

$n =$ _____

6. $n + 5 = 13$

$n =$ _____

Name _____

Reteaching 2

Lesson 2

• Missing Addends

- To find a missing **addend**, we subtract the sum of the given addends from the given total.

Example:			
	7	7 + 6 = 13	sum of given addends
	n	18 − 13 = 5	subtract from total
	+ 6	*n* = 5	missing addend
	18		

- Look for pairs of addends that can be added together to equal 10. These are "sets of 10."

Sets of 10

9 + 1 = 10
8 + 2 = 10
7 + 3 = 10
6 + 4 = 10
5 + 5 = 10

Practice:

Find each missing addend.

1. 9 + 3 + *n* = 16

9 + 3 = 12

16 − 12 = _____

n = _____

2. *x* + 5 + 4 = 16

5 + 4 = 9

16 − 9 = _____

n = _____

3. 7 + *y* + 4 + 8 = 25

7 + 4 + 8 = 19

25 − 19 = _____

y = _____

4. 6 + 5 + *n* + 9 + 2 + 7 = 34

6 + 5 + 9 + 2 + 7 = _____

34 − 29 = _____

n = _____

Find sets of 10. Add.

5. 9 + 2 + 6 + 4 + 5 + 1 + 8 = _____

6. 5 + 4 + 7 + 3 + 9 + 2 + 1 + 1 = _____

7. 8 + 4 + 2 + 6 + 3 + 1 + 7 + 9 + 5 = _____

Name _____

- **Sequences**
- **Digits**

Sequences

- **Counting numbers** have no end.

  1, 2, 3, 4, 5, ...

- A **sequence** is a counting pattern. It can go "up" or "down."

  5, 10, 15, 20, 25, ...

  20, 15, 10, 5, ...

- Subtract to find the **rule**.

  Example:

  9, 13, 17, ____, ____, ____, ...

  We can also look at the 4s row in the times table to find other numbers in the sequence.

  The rule for this sequence is count up by fours.

$$\begin{array}{r} 13 \\ -\ 9 \\ \hline 4 \end{array} \qquad \begin{array}{r} 17 \\ -\ 13 \\ \hline 4 \end{array}$$

+4 +4 +4 +4 +4

9, 13, 17, 21, 25, 29

Digits

- Digits are the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.

  471 has three digits.

  The last digit is 1.

Practice:

Write the rule and the next two numbers of each counting sequence.

1. 9, 8, 7, _____, _____, ...

Rule: Count down by _____.

2. 2, 5, 8, 11, _____, _____, ...

Rule: Count up by _____.

Find the missing number in each counting sequence.

3. 35, 30, 25, _____, 15 ...

4. 2, _____, 12, 17, 22, 27 ...

How many digits are in each number?

5. 108 _____

6. 5372 _____

What is the last digit of each number?

7. 214 _____

8. 75,391 _____

Name _____

Reteaching 4

Lesson 4

• Place Value

- Separate a three-digit number, such as money amount, into hundreds, tens, and ones.

Example:

243 means

100	10	1
100	10	1
	10	1
	10	
2 hundreds	4 tens	3 ones

- We can use money manipulatives to understand place value.

2 hundreds

4 tens

3 ones

Practice:

1. Show $132.

Hundreds	**Tens**	**Ones**

2. Show $324.

Hundreds	**Tens**	**Ones**

Which is less: $132 or $324? Remember to write the dollar sign. _____

3. The digit 4 is in what place in each of these numbers?

a. 41 _____ **b.** 534 _____ **c.** 483 _____

4. 6 hundreds, 8 tens, and 3 ones equals _____.

Name _____

- **Ordinal Numbers**
- **Months of the Year**

- **Ordinal numbers** tell position or order. One common use is to name days of the month and months of the year.
- Most ordinal numbers end in "th." The ordinals circled below are exceptions.

first ..... (1st)	sixth 6th	eleventh 11th
second .... (2nd)	seventh 7th	twelfth 12th
third ..... (3rd)	eighth 8th	thirteenth 13th
fourth 4th	ninth 9th	twentieth 20th
fifth 5th	tenth 10th	twenty-first .... (21st)

- There are 12 months in a year.
- The month/day/year form of June 12, 1998, is 6/12/98.
- We can use ordinal numbers to name the months in order. January is the first month. December is the twelfth month.

Practice:

1. Identify which circle the arrow is pointing to.

a. ○ ○ ○ ○ ○ ○ ○

1st ↑

The _____ circle.

b. ○ ○ ○ ○ ○ ○ ○ ○ ○

1st ↑

The _____ circle.

2. On what date where you born?

_____/_____/_____

Month Day Year

3. This year, Martin Luther King Day is

_____/_____/_____

Month Day Year

4. How many months are in a year? _____

5. What is the name of the fifth month? _____

6. What is the name of the eighth month? _____

7. Which month gets the extra day? _____

8. Write the twenty-first day of September, 2007 in month/day/year form.

_____ / _____ / _____

9. List three ordinal numbers that do not end in "th", such as "2nd".

_____ _____ _____

Name _____

Reteaching 6

Lesson 6

• Review of Subtraction

- The answer to a subtraction problem is called the **difference**.

$$\begin{array}{r} 7 \\ -\ 5 \\ \hline 2 \end{array}$$ difference

- Check subtraction by adding.

Subtract Down
Seven minus five equals two.

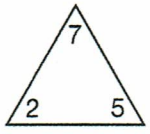
$$\begin{array}{r} 7 \\ -\ 5 \\ \hline 2 \end{array}$$

Add Up
Two plus five equals seven.

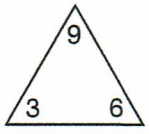
- The **order** of numbers in subtraction is important.

  $7 - 5$ is different from $5 - 7$.

- When you learn one **fact family**, you know four facts.



$$\begin{array}{r} 5 \\ +\ 2 \\ \hline 7 \end{array} \quad \begin{array}{r} 2 \\ +\ 5 \\ \hline 7 \end{array} \quad \begin{array}{r} 7 \\ -\ 2 \\ \hline 5 \end{array} \quad \begin{array}{r} 7 \\ -\ 5 \\ \hline 2 \end{array}$$



$$\begin{array}{r} 9 \\ -\ 3 \\ \hline 6 \end{array} \quad \begin{array}{r} 9 \\ -\ 6 \\ \hline 3 \end{array} \quad \begin{array}{r} 6 \\ +\ 3 \\ \hline 9 \end{array} \quad \begin{array}{r} 3 \\ +\ 6 \\ \hline 9 \end{array}$$

Practice:

Subtract. Check your answers by adding.

1. $\begin{array}{r} 17 \\ -\ 8 \\ \hline \end{array}$ Check: $\begin{array}{r} 8 \\ +\ \_\_ \\ \hline \end{array}$

2. $\begin{array}{r} 12 \\ -\ 7 \\ \hline \end{array}$ Check: $\begin{array}{r} 7 \\ +\ \_\_ \\ \hline \end{array}$

3. $\begin{array}{r} 14 \\ -\ 6 \\ \hline \end{array}$ Check: $\begin{array}{r} 6 \\ +\ \_\_ \\ \hline \end{array}$

4. $\begin{array}{r} 18 \\ -\ 9 \\ \hline \end{array}$ Check: $\begin{array}{r} 9 \\ +\ \_\_ \\ \hline \end{array}$

5. $\begin{array}{r} 11 \\ -\ 4 \\ \hline \end{array}$ Check: $\begin{array}{r} 4 \\ +\ \_\_ \\ \hline \end{array}$

6. $\begin{array}{r} 15 \\ -\ 8 \\ \hline \end{array}$ Check: $\begin{array}{r} 8 \\ +\ \_\_ \\ \hline \end{array}$

7. Describe how to check a subtraction answer. Show an example.

You can check subtraction by _____.

Example:

Name _____

• Writing Numbers Through 999

- **Whole numbers** are the counting numbers and the number zero.

  0, 1, 2, 3, 4, 5, ...

0	zero	10	ten	20	twenty
1	one	11	eleven	30	thirty
2	two	12	twelve	40	forty
3	three	13	thirteen	50	fifty
4	four	14	fourteen	60	sixty
5	five	15	fifteen	70	seventy
6	six	16	sixteen	80	eighty
7	seven	17	seventeen	90	ninety
8	eight	18	eighteen	100	one hundred
9	nine	19	nineteen		

- Use hyphens when writing the numbers 21–99 (except numbers that end with 0).

  426 four hundred twenty-six
  809 eight hundred nine

- Don't write "and" unless you mean a decimal point.

  $2.78 two dollars *and* seventy-eight cents

Practice:

Use words to write each number.

1. 3 _____

2. 75 _____

3. 88 _____

4. 367 _____

5. 629 _____

Use digits to write each number.

6. fifteen ____ ____

7. thirty-seven ____ ____

8. one hundred seven ____ ____ ____

9. three hundred sixty-two ____ ____ ____

Name _____

Reteaching 8

Lesson 8

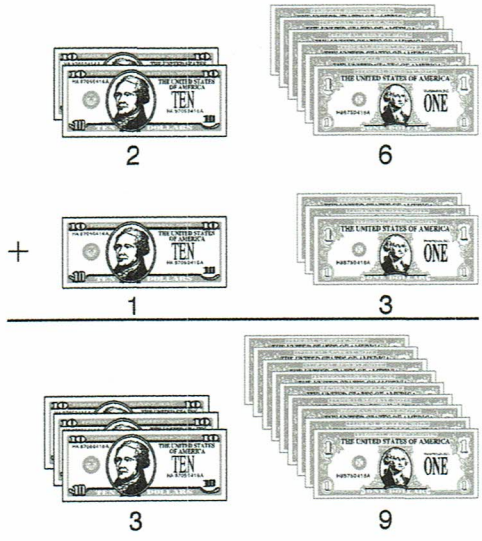
• Adding Money

- Money amounts are sometimes written as two-digit numbers when there are no coins. For example, twenty-five dollars might be written $25.
- To add money amounts:

  1. Add the ones.
  2. Add the tens.
  3. Write the dollar sign.

Example: Sumika had $26. Then on her birthday she was given $13. How much money does Sumika have now?

Solution: We can use $10 bills and $1 bills to add $13 to $26.



The total is 3 tens and 9 ones, which is $39.

Practice:

Add. Remember to write the dollar sign.

1. $48 + $ 9

2. $31 + $12

3. $72 + $24

4. $53 + $36

5. $27 + $67

6. $63 + $22

7. $51 + $43

8. $95 + $ 2

Name _____

• Adding with Regrouping

- When added numbers in the ones column add up to more than 10 we can regroup the ones to make tens. Then we carry the new tens into the tens column.
- Regroup 10 ones to make 1 ten.

$$\begin{array}{r} {\scriptstyle 1} \\ 48 \\ +\ 15 \\ \hline 3 \end{array}$$

1. Add ones.
   $8 + 5 = 13$
2. Write the 3 and carry the 1 ten to the tens column.
3. Add tens.
   $1 + 4 + 1 = 6$
4. Write the 6.

$$\begin{array}{r} {\scriptstyle 1} \\ 48 \\ +\ 15 \\ \hline 63 \end{array}$$

$$\begin{array}{r} {\scriptstyle 1} \\ 57 \\ +\ 29 \\ \hline 6 \end{array}$$

1. Add ones.
   $7 + 9 = 16$
2. Write the 6 and carry the 1 ten to the tens column.
3. Add tens.
   $1 + 5 + 2 = 8$
4. Write the 8.

$$\begin{array}{r} {\scriptstyle 1} \\ 57 \\ +\ 29 \\ \hline 86 \end{array}$$

Practice:

Solve each problem using money manipulatives. Then add by regrouping to solve. Remember to write the dollar sign.

1. $\begin{array}{r} \$72 \\ +\ \$19 \\ \hline \end{array}$

2. $\begin{array}{r} \$38 \\ +\ \$24 \\ \hline \end{array}$

3. $\begin{array}{r} \$67 \\ +\ \$35 \\ \hline \end{array}$

4. $\begin{array}{r} \$42 \\ +\ \$39 \\ \hline \end{array}$

5. $\begin{array}{r} \$65 \\ +\ \$25 \\ \hline \end{array}$

6. $\begin{array}{r} \$51 \\ +\ \$49 \\ \hline \end{array}$

Use pencil and paper to add.

7. $\begin{array}{r} \$72 \\ +\ \$16 \\ \hline \end{array}$

8. $\begin{array}{r} \$75 \\ +\ \$66 \\ \hline \end{array}$

9. $\begin{array}{r} \$24 \\ +\ \$57 \\ \hline \end{array}$

Name _____

Reteaching 10

Lesson 10

• Even and Odd Numbers

- **Even numbers:** 0, 2, 4, 6, 8, ...
- **Odd numbers:** 1, 3, 5, 7, 9, ...
- Look at the *last* digit:

383	odd
654	even
295	odd

Practice:

Write "even" or "odd" for each number.

1. 72 _____ **2.** 781 _____ **3.** 490 _____

4. 15 _____ **5.** 213 _____ **6.** 1082 _____

7. List the five three-digit even numbers that have an 8 in the hundreds place and a 5 in the tens place.

a. 8 5 ___ **b.** ___ ___ ___

c. ___ ___ ___ **d.** ___ ___ ___ **e.** ___ ___ ___

8. List the five three-digit odd numbers that have a 4 in the hundreds place and a 9 in the tens place.

a. 4 9 ___ **b.** ___ ___ ___

c. ___ ___ ___ **d.** ___ ___ ___ **e.** ___ ___ ___

9. Write a three-digit even number. Write the number in words.

___ ___ ___

Words _____

10. Write a three-digit odd number.

___ ___ ___

Words _____

Name _____

Reteaching Inv. 1

Investigation 1

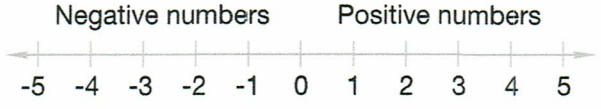
• Number Lines

- To draw a number line, begin by drawing a line. Next, put tick marks on the line, keeping an equal distance between the marks. Then label the tick marks with numbers. Sometimes every mark can be labeled and on other number lines only some marks are labeled. The mark may be labeled by two, by four, by five, or by some other number. The labels are to indicate how far the mark is from zero.

  Example: What number is the arrow pointing to?

  Begin at zero and count by ones, the distance from one tick mark to the next is 1. The arrow is pointing to the number 9.

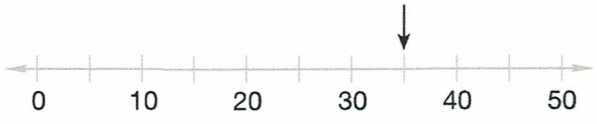
- Sometimes zero is not shown on the number line, so we must begin counting with the number shown and find the pattern of the numbers.
- Numbers that are greater than zero are called **positive** numbers and numbers that are less than zero are called **negative** numbers. To write a negative number, we write the negative sign (minus sign) to the left of the digit.
- Zero is neither positive nor negative.



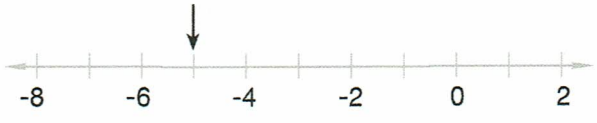
Practice:

To what number is each arrow point in problems 1–2?

1.



2.



Compare:

3. 4 ◯ –5 **4.** –8 ◯ –4 **5.** 0 ◯ –7

6. Create a number line in problem 2 to arrange these numbers in order from least to greatest: 7, –5, 3, –9, 0, -1