Sub-Unit 1 | Summary

In this sub-unit . . .

- We discovered the values of pennies, nickels, dimes, and quarters. We made combinations of these coins to make a **dollar** and other amounts.

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25 + 25 + 25 = 75	3 quarters
75 + 10 = 85	1 dime
85 + 10 = 95	2 nickels
95 + 5 = 100	5 pennies

- We saw that we can organize like coins and add or skip count to find the total value of a mixed group of pennies, nickels, dimes, and quarters.

4 nickels = 20¢ 3 dimes = 30¢ 6 pennies = 6¢

20 + 30 = 50 50 + 6 = 56 56¢

Math tip: You can organize a mixed group of coins in a way that prepares you to find the total value.

- We noticed addition strategies can be used to solve story problems involving money. We used the cent symbol or dollar sign notation when writing the total value.

Kyle has **2 nickels, 3 dimes, 1 quarter,** and **3 pennies.**
How much money does he have to spend?

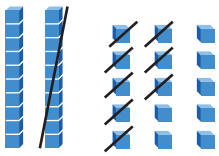
1 quarter	25 + 30 = 55
3 dimes	55 + 10 = 65
2 nickels	65 + 3 = 68
3 pennies	68¢
	$0.68

In this sub-unit . . .

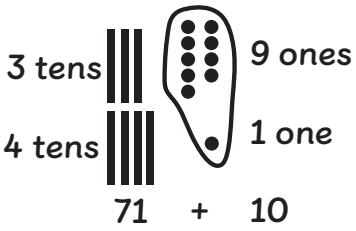
- We solved addition and subtraction problems and represented our thinking in different ways. We saw there are many different strategies for addition and subtraction.

35 – 18

35 - 20 = 15
15 - 8 = 7
20 - 10 = 10
10 + 7 = 17

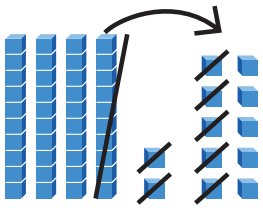


39 + 41



Math tip: You can use what you notice about the numbers in the problem to decide which strategy to use.

- We noticed that, when subtracting by place, we sometimes need to **decompose**, or break apart, a ten.



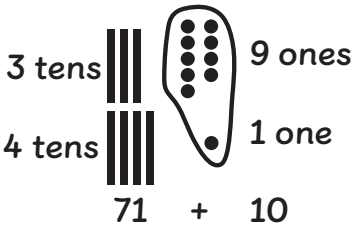
42 – 7

42 = 30 + 12
12 – 7 = 5
30 + 5 = 35

Math tip: You can decompose a ten before you subtract or while you are subtracting.

- We noticed that, when you have more than ten of a smaller unit, you can **compose**, or put together, a larger unit.

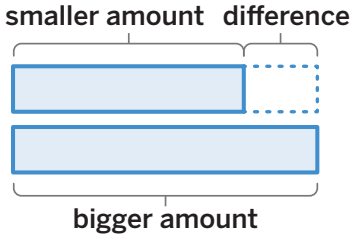
39 + 41



39 = 30 + 9
41 = 40 + 1
30 + 40 = 70 9 + 1 = 10
70 + 10 = 80

In this sub-unit . . .

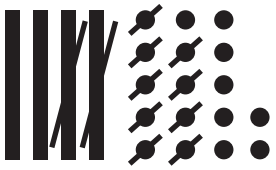
- We saw the unknown in story problems about comparing can be the difference, the bigger amount, or the smaller amount.



- We made sense of story problems by asking questions, such as:
  - In your own words, what is the story about?
  - What are the known amounts?
  - What are the unknown amounts?
  - What is the relationship between the amounts?

- We realized that we need to carefully consider all information to solve story problems.

  On Tuesday 57 people toured the White House. On Wednesday 29 people toured the White House. How many more people toured the White House on Tuesday than Wednesday?



answer: 28 people **equation:** 57 − 29 = 28

Math tip: The same words can be used in story problems with different unknown amounts, so we cannot always rely on certain words to solve.

Sub-Unit 4 | Summary

In this sub-unit . . .

- We noticed some story problems have 1 step and some have 2 steps.

  Clare's is traveling to Austin, the state capitol of Texas, from her home 70 miles away. Clare traveled 20 miles in the morning and 15 miles in the afternoon. How many more miles does Clare need to travel to reach Austin?

- We solved story problems in different ways.

20 + 15 = 35 70 − 35 = 35	70 − 20 = 50 50 − 15 = 35

answer: 35 bottles

Math tip: When a story problem can be solved by subtracting 2 amounts from a total amount, you can subtract the amounts one at a time from the total amount or you can find the sum of the 2 amounts and subtract the sum from the total amount.

- We saw that two-step story problems can be represented with one or more equations.

70 − 20 − 15 = 35	70 − 20 = 50 50 − 15 = 35

answer: 35 bottles