

**SAXON Math™**

**HOMESCHOOL**

**5/4**

**Hake  
Saxon**

**SAXON<sup>TM</sup> Math**  
**H O M E S C H O O L**

**5/4**

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**H O M E S C H O O L**  
**5/4**

**Stephen Hake**  
**John Saxon**

  
**SAXON<sup>TM</sup>**  
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## LETTER FROM AUTHOR STEPHEN HAKE

*Dear Student,*

*We study mathematics because of its importance to our lives. Our study schedule, our trip to the store, the preparation of our meals, and many of the games we play involve mathematics. You will find that the word problems in this book are often drawn from everyday experiences.*

*As you grow into adulthood, mathematics will become even more important. In fact, your future in the adult world might depend on the mathematics you have learned. This book was written to help you learn mathematics and to learn it well. For this to happen, you must use the book properly. As you work through the pages, you will see that similar problems are presented over and over again. **Solving each problem day after day is the secret to success.***

*Your book is made up of daily lessons and investigations. Each lesson has four parts. The first part is a Warm-Up that includes practice of basic facts and mental math. These exercises improve your speed, accuracy, and ability to do math “in your head.” The Warm-Up also includes a problem-solving exercise to familiarize you with strategies for solving complicated problems. The second part of the lesson is the New Concept. This section introduces a new mathematical concept and presents examples that use the concept. In the next section, the Lesson Practice, you have a chance to solve problems involving the new concept. The problems are lettered a, b, c, and so on. The final part of the lesson is the Mixed Practice. This problem set reviews previously taught concepts and prepares you for concepts that will be taught in later lessons. Solving these problems helps you remember skills and concepts for a long time.*

*Investigations are variations of the daily lesson that often involve activities. Investigations contain their own set of questions instead of a problem set.*

***Remember, solve every problem in every practice set, every problem set, and every investigation. Do not skip problems. With honest effort, you will experience success and true learning that will stay with you and serve you well in the future.***

*Stephen Hake  
Temple City, California*

## PREFACE

Dear Parent-Teacher,

Congratulations on your decision to use *Saxon Math 5/4—Homeschool!* Proven results, including higher test scores, have made Saxon Math™ the hands-down favorite for homeschoolers. Only Saxon helps you teach the way your child learns best—step-by-step. With Saxon, each new skill builds on those already taught, daily reviews of earlier material increase understanding, and frequent, cumulative assessments ensure that your child masters each skill before new ones are added. The result? More confidence, more willingness to learn, more success!

## SAXON PHILOSOPHY

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The unique structure of Saxon Math™ promotes student success through the sound, proven educational practices of *incremental development* and *continual review*. Consider how most other mathematics programs are structured: content is organized into topical chapters, and topics are developed rapidly to prepare students for end-of-chapter tests. Once a chapter is completed, the topic changes, and often practice on the topic ends as well. Many students struggle to absorb the large blocks of content and often forget the content after practice on it ends. Chapter organization might be good for reference, but it is not the best organization for learning. Incremental development and continual review are structural designs that improve student learning.

### **Incremental development**

With incremental development, topics are developed in small steps spread over time. One facet of a concept is taught and practiced before the next facet is introduced. Both facets are then practiced together until it is time for the third to be introduced. Instead of being organized in chapters that rapidly develop a topic and then move on to the next strand, Saxon Math™ is organized in a series of lessons that gradually develop concepts. This approach gives students the time to develop a deeper understanding of concepts and how to apply them.

### **Continual review**

Through continual review, previously presented concepts are practiced frequently and extensively throughout the year. Saxon's cumulative daily practice strengthens students' grasp of concepts and improves their long-term retention of concepts.

John Saxon often said, "Mathematics is not difficult. Mathematics is just different, and time is the elixir that turns things different into things familiar." This program provides the time and experiences students need to learn the skills and concepts necessary for success in mathematics, whether those skills are applied in quantitative disciplines or in the mathematical demands of everyday life.

## PROGRAM COMPONENTS

*Saxon Math 5/4—Homeschool* consists of three components: 1) textbook, 2) Tests and Worksheets, and 3) Solutions Manual. **Before using the program, please ensure that you have each component.**

**Textbook** The *Saxon Math 5/4—Homeschool* textbook is divided into 120 lessons and 12 investigations. The textbook also contains appendix topics that present additional instruction, supplemental practice problems for remediation, an illustrated glossary, and a comprehensive index.

**Tests and Worksheets** The *Saxon Math 5/4—Homeschool Tests and Worksheets* booklet provides all the worksheets and tests needed by one student to complete the program. It also contains the following recording forms for students to show their work and for parents to track student progress:

- Recording Form A: Facts Practice
- Recording Form B: Lesson Worksheet
- Recording Form C: Mixed Practice Solutions
- Recording Form D: Scorecard
- Recording Form E: Test Solutions

Directions for using the recording forms are provided in the Program Overview (below), as well as in the introduction to the Tests and Worksheets booklet.

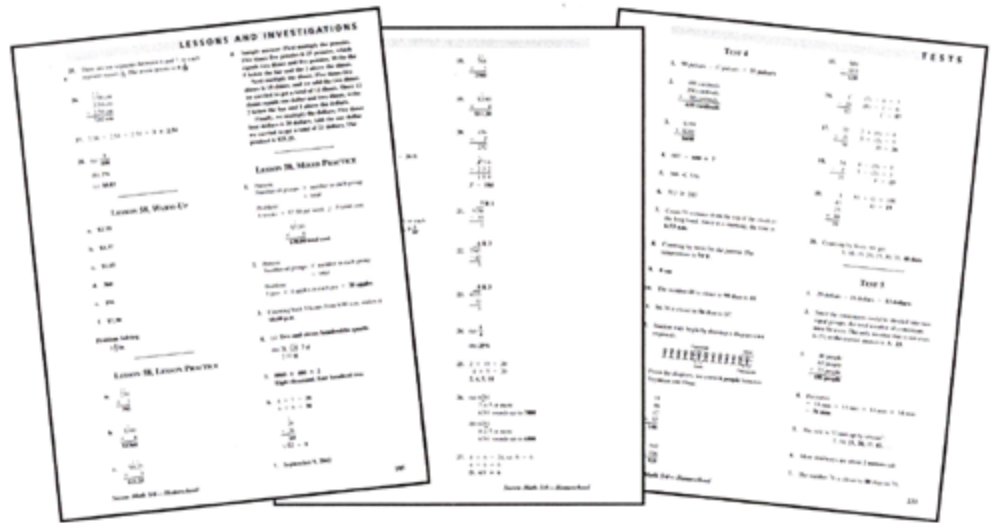
*Note:* The recording forms are blackline masters that should be photocopied, as they will be used more than once.





**Solutions Manual**

The *Saxon Math 5/4—Homeschool Solutions Manual* contains step-by-step solutions to all textbook and test exercises.

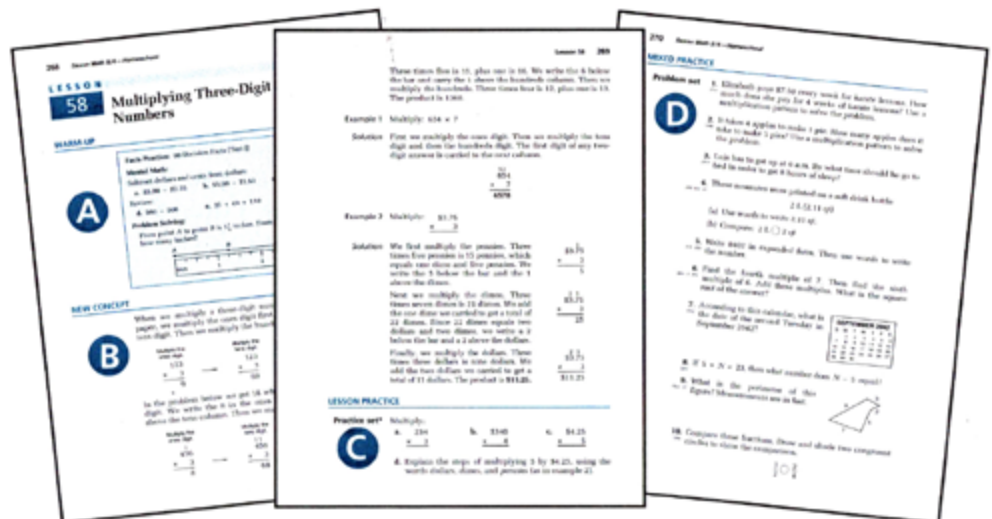


**PROGRAM OVERVIEW**

*Saxon Math 5/4—Homeschool* contains three types of math “sessions”: lessons, investigations, and tests. Concepts are introduced and reviewed in a carefully planned sequence. **It is therefore crucial to complete all the lessons and investigations in *Saxon Math 5/4—Homeschool* in the given order.** If lessons are skipped or presented out of sequence, students will encounter problems on the tests and in the problem sets that they might not be equipped to solve.

By completing one lesson, investigation, or test per day, you can finish the entire program in thirty-one or thirty-two weeks. However, faster or slower paces may be appropriate, depending on students’ individual learning styles.

**Lessons** Each of the program’s 120 lessons is divided into four sections: Warm-Up, New Concept(s), Lesson Practice, and Mixed Practice. Below we show a lesson from the textbook.



**A Warm-Up (10–15 minutes)**

The Warm-Up promotes mental math and problem-solving skills and sets the tone for the day’s instruction. It consists of three activities:

**Facts Practice:** Begin the Warm-Up with the suggested Facts Practice Test (found in the Tests and Worksheets). Facts Practice covers content students should be able to recall immediately or to calculate quickly. Have your student write his or her answers directly on the test. Make Facts Practice an event by timing the exercise—emphasizing speed helps automate the recall of basic facts. Because each test is encountered multiple times, encourage your student to improve upon previous timed performances. *The time limit for Facts Practice should be five minutes or less.* After the test, quickly read aloud the answers from the Solutions Manual as your student checks his or her answers. If desired, Facts Practice scores and times can be tracked on Recording Form A (from the Tests and Worksheets) or in a math notebook. The time invested in Facts Practice is repaid in students’ ability to work more quickly.

FACTS PRACTICE TEST						
100 Division Facts						Name _____
For 5th Grade						Date _____
Grade _____						
20 ÷ 2 =	40 ÷ 2 =	10 ÷ 2 =	8 ÷ 2 =	45 ÷ 2 =	3 ÷ 2 =	
40 ÷ 2 =	40 ÷ 2 =	4 ÷ 2 =	20 ÷ 2 =	20 ÷ 2 =	20 ÷ 2 =	
30 ÷ 2 =	30 ÷ 2 =	2 ÷ 2 =	30 ÷ 2 =	4 ÷ 2 =	30 ÷ 2 =	
10 ÷ 2 =	2 ÷ 2 =	10 ÷ 2 =	4 ÷ 2 =	10 ÷ 2 =	4 ÷ 2 =	
40 ÷ 2 =	40 ÷ 2 =	2 ÷ 2 =	30 ÷ 2 =	2 ÷ 2 =	10 ÷ 2 =	
20 ÷ 2 =	30 ÷ 2 =	3 ÷ 2 =	20 ÷ 2 =	4 ÷ 2 =	30 ÷ 2 =	
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**Mental Math:** Follow Facts Practice with Mental Math. Read the problems aloud while your student follows along in the textbook. Have your student perform the calculations mentally and write the answers on a copy of Recording Form B or on blank paper. (*Note:* Students should **not** use pencil and paper to perform the calculations.) Mental math ability pays lifelong benefits and improves markedly with practice. *Complete the Mental Math activity in two to three minutes.* Mental Math answers are provided in the Solutions Manual.

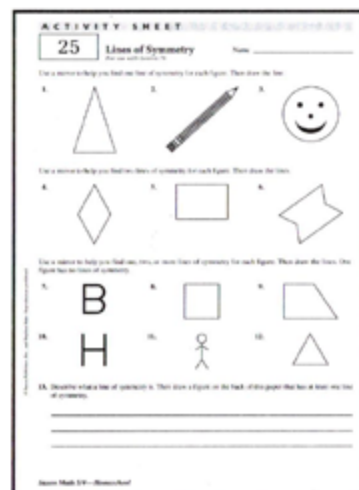
**Problem Solving:** Finish the Warm-Up with the daily Problem Solving exercise. Problem Solving promotes critical-thinking skills and offers opportunities for students to use such strategies as drawing diagrams and pictures, making lists, acting out situations, and working backward. If the Problem Solving exercise presents difficulties for your student, you are encouraged to suggest strategies for tackling the problem, referring to the Solutions Manual as necessary. Students may write their answers on Recording Form B and check off the strategies they used in solving the exercise. *Most Problem Solving exercises can be solved in a few minutes.* In a few Warm-Ups, Problem Solving is either omitted because of time considerations or replaced with an exercise called *Patterns* or *Vocabulary*.

**B New Concept(s) (5–15 minutes for most lessons)**

After completing the Warm-Up, present the New Concept(s). In this section you will find the new instructional increment as well as example problems to work through with your student. Important vocabulary terms are highlighted in color, and each of these terms is defined in the textbook’s glossary. It is recommended that you read through the New Concept(s) before presenting a lesson to become familiar with the content. Because students learn most effectively by actually working math problems, keep the presentation of the New Concept(s) brief. This will maximize the time your student has to solve problems in the Lesson Practice and Mixed Practice problem sets (which are described in the next sections).



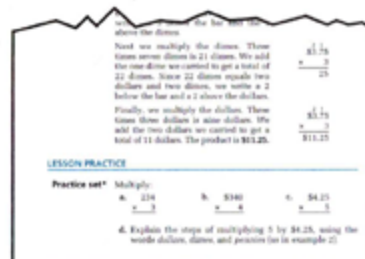
Some lessons involve activities that require the use of household items. Refer to page xxi for a list of necessary materials and the lessons in which they are used. Certain lessons also call for students to use Activity Sheets (see example at right). Activity Sheets are referenced in the textbook and can be found in the Tests and Worksheets booklet.



**C Lesson Practice (5–10 minutes)**

The Lesson Practice provides practice on the New Concept. Closely monitor student work on the Lesson Practice problems, providing immediate feedback as appropriate. Have your student solve **all** the problems in the Lesson Practice before proceeding to the next section of the lesson. Answers may be written on Recording Form B or on blank paper. If your student has difficulty with the Lesson Practice, you may wish to reteach the relevant examples in the New Concept section in order to identify the particular aspect of the concept that is causing problems.

Some Lesson Practice sets are marked with an asterisk (see example at right). An asterisk indicates that additional problems on the lesson's concept appear in the Supplemental Practice section of the textbook's appendix. Supplemental Practice problems are intended for remediation. Assign your student these problems only if he or she has difficulty with a concept several lessons after it is presented.



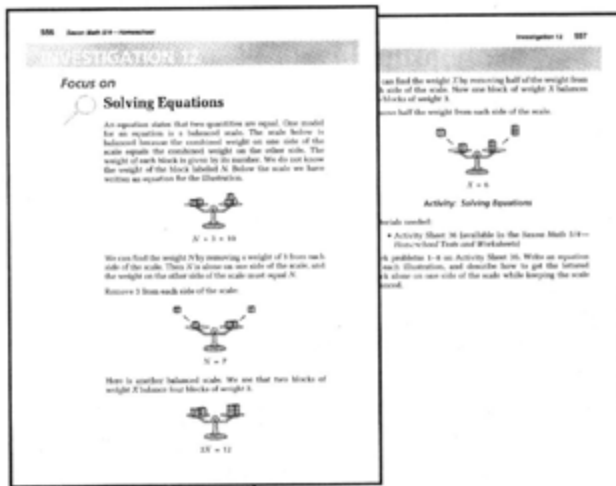
**D Mixed Practice (20–40 minutes)**

The Mixed Practice is the fourth and most important component of the lesson. This section contains twenty-five to thirty problems that prepare students for upcoming lessons, allow them to work with several strands of mathematics concurrently, and provide them with the distributed practice that promotes long-term retention of concepts. **Have your student work independently on the Mixed Practice, and ensure that no problem is skipped.** Students may show their work on a copy of Recording Form C or on blank paper.

If your student encounters difficulty with Mixed Practice problems, have him or her refer to the Lesson Reference Numbers that appear in parentheses below each problem number. Lesson Reference Numbers indicate which lessons explain concepts relevant to the problems they label. Because many problems involve multiple concepts, more than one reference number might be given for a problem.

At the end of the math period, check your student's work, referring to the Solutions Manual as necessary. If there are incorrect answers, help your student identify which solution steps led to the errors. Then have the student rework the problems to achieve the correct answers. If desired, track the completion of your student's daily assignments on Recording Form D.

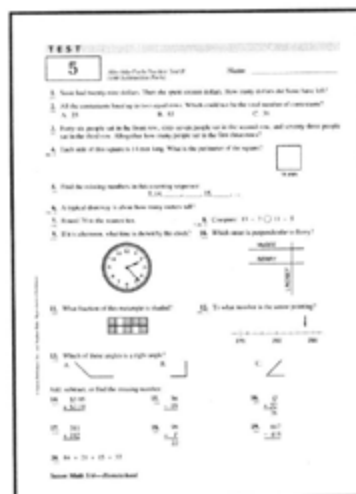
**Investigations** Following every tenth lesson is an investigation. Investigations are in-depth treatments of concepts that often involve activities. Because of the length of investigations, no Warm-Up or Mixed Practice is included. As with lessons, investigations might call for students to use Activity Sheets, which can be found in the Tests and Worksheets booklet.



**Tests** Twenty-three cumulative tests are provided in *Saxon Math 5/4—Homeschool*. The problems on the tests are similar to those in the textbook, and the tests are scheduled so that students have about five days to practice concepts before being assessed on them. For detailed information regarding when to give each test, refer to the Testing Schedule in the Tests and Worksheets booklet.

Begin each test day with Facts Practice. The appropriate Facts Practice Test is specified at the top of the scheduled cumulative test (see example at right). After the Facts Practice, administer the cumulative test. Have your student show his or her work and record his or her answers on a copy of Recording Form E. The textbook should not be used during the test.

After the test, compare each student answer to the one given in the Solutions Manual. Note any incorrect answers and review the test with your student. Determine whether errors were caused by computational mistakes or conceptual misunderstandings. If necessary, stress to your student that computational errors can be prevented by writing neatly and by checking the work. If he or she misunderstands a concept, be sure to address the misunderstanding promptly. Work through textbook examples that demonstrate the concept (identify the appropriate lesson by referring to the Lesson Reference Numbers on the test), and assign additional practice problems for the student to solve. (Check for additional practice problems in the textbook's appendix.)



## HOW TO GET HELP

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If you need help implementing your homeschool program, you can call our Parent Support Line at (405) 217-1717, and our veteran teachers will counsel you on how to set up and teach Saxon Homeschool Math. If you and your student need help with a specific math problem, please e-mail our tutors at [mathhelp@saxonhomeschool.com](mailto:mathhelp@saxonhomeschool.com), and they will respond promptly.

We encourage you to visit the Saxon Homeschool Web site, [www.saxonhomeschool.com](http://www.saxonhomeschool.com), for descriptions of Saxon's math and phonics programs and for downloadable documents such as our homeschool catalog, placement tests, and state-standards correlations. The Web site also provides online math and phonics activities for your student.

We wish you success and enjoyment in the coming year, and please remember to contact us with any questions or comments!



## LIST OF MATERIALS

The following materials are used throughout *Saxon Math 5/4—Homeschool*. We suggest you acquire these materials before beginning the program.

- inch/centimeter ruler  
(*Note:* A ruler that shows both customary and metric scales is preferred. However, separate customary and metric rulers are acceptable.)
- compass (for drawing circles)
- scissors

Certain lessons and investigations contain activities that call for additional materials. Refer to the following list before beginning the specified lessons/investigations.

### Investigation 2

- dollar bill
- meterstick (optional)
- yardstick (optional)

### Lesson 40

- empty, clean plastic or paper containers of the following sizes: 1 gallon, 1 half gallon, 1 quart, 1 pint, 1 cup, and 1 liter (or 2 liters)
- supply of water
- funnel

### Investigation 4

- calculator
- envelope or zip-top plastic bag
- digital stopwatch

### Lesson 41 (Warm-Up)

- calendar

### Lesson 79

- small, rectangular mirror

### Lesson 81

- 3-by-5-in. rectangle of unlined paper

### Investigation 9

- colored pencils or markers (optional)
- envelope or zip-top plastic bag

### Lesson 98

- closed, rectangular box (such as a tissue box)

### Lesson 100

- glue or tape
- cereal box

### Investigation 10

- 4 dot cubes

### Lesson 102

- meterstick (or centimeter ruler)

### Investigation 11

- yardstick or tape measure

### Lesson 111

- masking tape
- yardstick

# Review of Addition • Addition Stories • Missing Addends, Part 1

## WARM-UP

**Facts Practice:** 100 Addition Facts (Test A)<sup>†</sup>

**Mental Math:**

Add ten to a number:

$$\begin{array}{r} \text{a.} \quad 20 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b.} \quad 34 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c.} \quad 10 \\ + 53 \\ \hline \end{array}$$

$$\text{d. } 5 + 10$$

$$\text{e. } 25 + 10$$

$$\text{f. } 10 + 8$$

**Patterns:**

Count by twos from 2 through 40 as you list the numbers in a column on your paper. Study the list. Which digits appear as final digits? Which digits do not appear as final digits?

## NEW CONCEPTS

**Review of addition** **Addition** is the combining of two groups into one group. For example, when we count the dots on the top faces of a pair of dot cubes (dice), we are adding.

$$\begin{array}{c} \square \begin{array}{cc} \bullet & \bullet \\ \bullet & \bullet \end{array} \\ 4 \end{array} + \begin{array}{c} \square \begin{array}{cc} & \bullet \\ \bullet & \bullet \end{array} \\ 3 \end{array} = \begin{array}{c} \square \begin{array}{cc} \bullet & \bullet \\ \bullet & \bullet \end{array} \quad \square \begin{array}{cc} & \bullet \\ \bullet & \bullet \end{array} \\ 7 \end{array}$$

The numbers that are added are called **addends**. The answer is called the **sum**. The expression  $4 + 3 = 7$  is a **number sentence**. A number sentence is a complete sentence that uses numbers and symbols instead of words. Here we show two ways to add 4 and 3:

$$\begin{array}{r} 4 \quad \text{addend} \\ + 3 \quad \text{addend} \\ \hline 7 \quad \text{sum} \end{array}$$

$$\begin{array}{r} 3 \quad \text{addend} \\ + 4 \quad \text{addend} \\ \hline 7 \quad \text{sum} \end{array}$$

<sup>†</sup>For instructions on how to use the Warm-up activities, please consult the preface.

Notice that if the order of the addends is changed, the sum remains the same. This property of addition is true for any two numbers and is called the commutative property of addition. **When we add two numbers, either number may be first.**

$$4 + 3 = 7$$



$$3 + 4 = 7$$



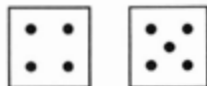
**When we add zero to a number, the number is not changed.** This property of addition is called the identity property of addition. If we start with a number and add zero, the sum is identical to the starting number.

$$4 + 0 = 4$$

$$9 + 0 = 9$$

$$0 + 7 = 7$$

Example 1 Write a number sentence for this picture:



**Solution** A number sentence for the picture is  $4 + 5 = 9$ . The number sentence  $5 + 4 = 9$  is also correct.

When adding three numbers, the numbers may be added in any order. Here we show six ways to add 4, 3, and 5. Each way the answer is 12.

4	4	3	3	5	5
3	5	4	5	4	3
<u>+ 5</u>	<u>+ 3</u>	<u>+ 5</u>	<u>+ 4</u>	<u>+ 3</u>	<u>+ 4</u>
12	12	12	12	12	12

Example 2 Show six ways to add 1, 2, and 3.

**Solution** We can form two number sentences that begin with the addend 1.

$$1 + 2 + 3 = 6 \quad 1 + 3 + 2 = 6$$

We can form two number sentences that begin with the addend 2.

$$2 + 1 + 3 = 6 \quad 2 + 3 + 1 = 6$$

We can form two number sentences that begin with the addend 3.

$$3 + 1 + 2 = 6 \quad 3 + 2 + 1 = 6$$

**Addition stories** Many word problems tell a story. Some stories are about **putting things together**. Look at this story:

*John had 5 marbles. He bought 7 more marbles.  
Now John has 12 marbles.*

There is a pattern to this story. John had **some** marbles. Then he bought **some more** marbles. When he put the marbles together, he found the **total** number of marbles. "**Some and some more**" stories like this have an addition pattern.

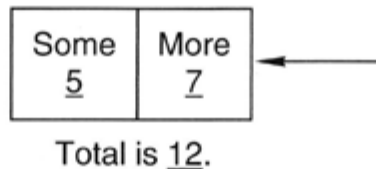
PATTERN	PROBLEM
Some	5 marbles
+ Some more	+ 7 marbles
<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
Total	12 marbles

Here we show the pattern written sideways.

**PATTERN:** Some + some more = total

**PROBLEM:** 5 marbles + 7 marbles = 12 marbles

Here we show a diagram for the story:



**Example 3** Miguel saw 8 ducks. Then he saw 7 more ducks. How many ducks did Miguel see in all?

**Solution** This problem follows the idea of "some and some more." We show the addition pattern below.

**PATTERN:** Some + some more = total

**PROBLEM:** 8 ducks + 7 ducks = 15 ducks

We find the total number by adding 8 and 7. Miguel saw **15 ducks** in all.

**Example 4** Samantha saw rabbits in the field. She saw 5 rabbits in the east field. She saw 3 rabbits in the west field. She saw 4 rabbits in the north field. How many rabbits did Samantha see in all?

**Solution** In this story there are three addends.

PATTERN	PROBLEM
Some	5 rabbits
Some more	3 rabbits
+ Some more	+ 4 rabbits
<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
Total	12 rabbits

Samantha saw **12 rabbits** in all.

**Missing addends, part 1**

Some of the problems in this book will have an addend missing. When one addend is missing and the sum is given, the problem is to find the missing addend. Can you figure out the missing addend in this number sentence?

$$\begin{array}{c}
 \boxed{\begin{array}{c} \bullet \\ \bullet \end{array}} \\
 2
 \end{array}
 +
 \begin{array}{c}
 \boxed{\phantom{\bullet \\ \bullet}} \\
 ?
 \end{array}
 =
 \begin{array}{c}
 \boxed{\begin{array}{c} \bullet \\ \bullet \end{array}} \quad \boxed{\begin{array}{c} \bullet \\ \bullet \\ \bullet \\ \bullet \end{array}} \\
 7
 \end{array}$$

Since we know that  $2 + 5 = 7$ , the missing addend is 5. We will often use a letter to represent a missing number, as we see in the example below.

**Example 5** Find each missing addend:

$$\begin{array}{r}
 (a) \quad 4 \\
 + N \\
 \hline
 7
 \end{array}$$

$$(b) \quad B + 6 = 10$$

**Solution** (a) The letter  $N$  stands for a missing addend. Since  $4 + 3 = 7$ , the letter  $N$  stands for the number **3** in this number sentence.

(b) In this problem the letter  $B$  is used to stand for the missing addend. Since  $4 + 6 = 10$ , the letter  $B$  stands for the number **4**.

**LESSON PRACTICE**

**Practice set** Add:

a.  $5 + 6$

b.  $6 + 5$

c.  $8 + 0$

d.  $4 + 8 + 6$

e.  $4 + 5 + 6$

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

g. Write two number sentences for this picture to show the commutative property:



h. Show six ways to add 1, 3, and 5.

Find each missing addend:

i.  $7 + N = 10$

j.  $A + 8 = 12$



## MIXED PRACTICE

- There were 5 singers in the first row and 7 singers in the second row. How many singers were in the first two rows?
- Ling had 6 coins in her left pocket and 3 coins in her right pocket. How many coins did Ling have in both pockets?

Find each sum or missing addend:

3.  $9 + 4$

4.  $8 + 2$

5. 
$$\begin{array}{r} 4 \\ + N \\ \hline 9 \end{array}$$

6. 
$$\begin{array}{r} W \\ + 5 \\ \hline 8 \end{array}$$

7. 
$$\begin{array}{r} 6 \\ + P \\ \hline 8 \end{array}$$

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

9.  $3 + 4 + 5$

10.  $4 + 4 + 4$

11.  $6 + R = 10$

12.  $X + 5 = 6$

13. 
$$\begin{array}{r} 5 \\ 5 \\ + 5 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 8 \\ 0 \\ + 7 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 6 \\ 5 \\ + 4 \\ \hline \end{array}$$

16. 
$$\begin{array}{r} 9 \\ 9 \\ + 9 \\ \hline \end{array}$$

17. 
$$\begin{array}{r} M \\ + 9 \\ \hline 10 \end{array}$$

18. 
$$\begin{array}{r} 9 \\ + F \\ \hline 12 \end{array}$$

19. 
$$\begin{array}{r} Z \\ + 5 \\ \hline 10 \end{array}$$

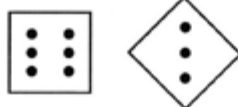
20. 
$$\begin{array}{r} 0 \\ + N \\ \hline 3 \end{array}$$

21.  $3 + 2 + 5 + 4 + 6$

22.  $2 + 2 + 2 + 2 + 2 + 2 + 2$

Write a number sentence for each picture:

23.



24.



25. Show six ways to add 2, 3, and 4.

26. Sometimes a missing number is shown by a shape instead of a letter. Choose the correct number for  $\Delta$  in the following number sentence:

$$\Delta + 3 = 10$$

A. 3

B. 7

C. 10

D. 13

## LESSON

## 2

## Missing Addends, Part 2

## WARM-UP

**Facts Practice:** 100 Addition Facts (Test A)

**Mental Math:**

Add ten to a number:

- |              |              |              |
|--------------|--------------|--------------|
| a. $40 + 10$ | b. $26 + 10$ | c. $39 + 10$ |
| d. $7 + 10$  | e. $10 + 9$  | f. $10 + 63$ |

**Patterns:**

Count by fives from 5 to 100 as you list the numbers in a column on your paper. Which digits appear as final digits? Which numbers in the list are numbers we say when we count by twos from 2 to 100?

## NEW CONCEPT

Derek rolled a dot cube three times. The picture below shows the top face of the cube for the first two rolls.



First roll



Second roll

The total number of dots on all three rolls was 12. Can you draw a picture of Derek's third roll?

We will write a number sentence for this problem. The first two numbers are 5 and 3. We do not know the number of the third roll, so we will use a letter. We know that the total is 12.

$$5 + 3 + T = 12$$

To find the missing addend, we first add 5 and 3, which makes 8. Then we think, "Eight plus what number equals twelve?" Since 8 plus 4 equals 12, the third roll was  $\boxed{4}$ .

**Example** Find each missing addend:

$$\begin{array}{r} \text{(a)} \quad 6 \\ \quad N \\ + 5 \\ \hline 17 \end{array}$$

$$\text{(b)} \quad 4 + 3 + 2 + B + 6 = 20$$

**Solution** (a) We add 6 and 5, which makes 11. We think, “Eleven plus what number equals seventeen?” Since 11 plus 6 equals 17, the missing addend is **6**.

(b) First we add 4, 3, 2, and 6, which equals 15. Since 15 plus 5 is 20, the missing addend is **5**.

## LESSON PRACTICE

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**Practice set** Find each missing addend:

$$\text{a. } 8 + A + 2 = 17$$

$$\text{b. } B + 6 + 5 = 12$$

$$\text{c. } 4 + C + 2 + 3 + 5 = 20$$

## MIXED PRACTICE

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- Problem set** <sup>†</sup>1. Hoppy ate 5 carrots in the morning and 6 carrots in the <sup>(1)</sup> afternoon. How many carrots did Hoppy eat in all?
2. Five friends rode their bikes from the mall to the lake. <sup>(1)</sup> They rode 7 miles, then rested. They still had 4 miles to go. How many miles was it from the mall to the lake?

Find each sum or missing addend:

$$\text{3. } 9 + N = 13$$

<sup>(1)</sup>

$$\text{4. } 7 + 8$$

<sup>(1)</sup>

$$\text{5. } \begin{array}{r} P \\ + 6 \\ \hline 13 \end{array}$$

<sup>(1)</sup>

$$\text{6. } \begin{array}{r} 5 \\ 2 \\ + W \\ \hline 12 \end{array}$$

<sup>(2)</sup>

$$\text{7. } \begin{array}{r} 4 \\ 8 \\ + 5 \end{array}$$

<sup>(1)</sup>

$$\text{8. } \begin{array}{r} 9 \\ 3 \\ + 7 \end{array}$$

<sup>(1)</sup>

<sup>†</sup>The italicized numbers within parentheses underneath each problem number are called *lesson reference numbers*. These numbers refer to the lesson(s) in which the major concept of that particular problem is introduced. If additional assistance is needed, refer to the discussion, examples, or practice problems of that lesson.

$$\begin{array}{r} \mathbf{9.} \quad 8 \\ \text{(2)} \quad B \\ + 3 \\ \hline 16 \end{array}$$

$$\begin{array}{r} \mathbf{10.} \quad 9 \\ \text{(1)} \quad 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{11.} \quad 2 \\ \text{(1)} \quad 9 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{12.} \quad 3 \\ \text{(1)} \quad 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{13.} \quad 9 \\ \text{(1)} \quad 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{14.} \quad 2 \\ \text{(2)} \quad M \\ + 4 \\ \hline 9 \end{array}$$

$$\begin{array}{r} \mathbf{15.} \quad 5 \\ \text{(2)} \quad 3 \\ + Q \\ \hline 9 \end{array}$$

$$\begin{array}{r} \mathbf{16.} \quad 2 \\ \text{(2)} \quad 3 \\ + R \\ \hline 7 \end{array}$$

$$\begin{array}{r} \mathbf{17.} \quad 5 \\ \text{(2)} \quad 3 \\ + T \\ \hline 10 \end{array}$$

$$\begin{array}{r} \mathbf{18.} \quad 8 \\ \text{(1)} \quad 4 \\ + 6 \\ \hline \end{array}$$

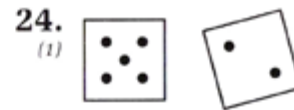
$$\begin{array}{r} \mathbf{19.} \quad 2 \\ \text{(2)} \quad X \\ + 7 \\ \hline 11 \end{array}$$

$$\begin{array}{r} \mathbf{20.} \quad 5 \\ \text{(1)} \quad 2 \\ + 6 \\ \hline \end{array}$$

**21.**  $5 + 5 + 6 + 4 + X = 23$   
(2)

**22.** Show six ways to add 4, 5, and 6.  
(1)

Write a number sentence for each picture:



**26.** Which number is  in the following number sentence?  
(1)

$$6 + \square = 10$$

A. 4

B. 6

C. 10

D. 16

## LESSON

## 3

## Sequences • Digits

## WARM-UP

**Facts Practice:** 100 Addition Facts (Test A)

**Mental Math:**

Add ten, twenty, or thirty to a number:

$$\begin{array}{r} \text{a.} \quad 20 \\ + 20 \\ \hline \end{array} \quad \begin{array}{r} \text{b.} \quad 23 \\ + 20 \\ \hline \end{array} \quad \begin{array}{r} \text{c.} \quad 43 \\ + 10 \\ \hline \end{array} \quad \begin{array}{r} \text{d.} \quad 24 \\ + 30 \\ \hline \end{array} \quad \begin{array}{r} \text{e.} \quad 50 \\ + 30 \\ \hline \end{array} \quad \begin{array}{r} \text{f.} \quad 10 \\ + 65 \\ \hline \end{array}$$

- g. One less than 24 is 23. What number is one less than 36? ... one less than 43? ... one less than 65?

**Vocabulary:**

Copy these two patterns on a piece of paper. In each of the six boxes, write either “addend” or “sum.”

$$\begin{array}{r} \boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}} \quad \begin{array}{r} \boxed{\phantom{00}} \\ + \boxed{\phantom{00}} \\ \hline \boxed{\phantom{00}} \end{array} \end{array}$$

## NEW CONCEPTS

**Sequences** Counting is a math skill we learn early in life. Counting by ones, we say “one, two, three, four, five, ....”

$$1, 2, 3, 4, 5, \dots$$

These numbers are called **counting numbers**. The counting numbers continue without end. We may also count by numbers other than one.

Counting by twos: 2, 4, 6, 8, 10, ...

Counting by fives: 5, 10, 15, 20, 25, ...

These are examples of counting patterns. A counting pattern is a **sequence**. The three dots mean that the sequence continues without end. A counting sequence may count up or count down. We can study a counting sequence to discover a rule for the sequence. Then we can find more numbers in the sequence.



**Example 1** Find the rule and the next three numbers of this counting sequence:

10, 20, 30, 40, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, ...

**Solution** The rule is **count up by tens**. Counting this way, we find that the next three numbers are **50, 60, and 70**.

**Example 2** Find the rule of this counting sequence. Then find the missing number in the sequence.

30, 27, 24, 21, \_\_\_\_\_, 15, ...

**Solution** The rule is **count down by threes**. If we count down three from 21, we find that the missing number in the sequence is **18**. We see that 15 is three less than 18, which follows the rule.

**Digits** To write numbers, we use digits. **Digits are the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9**. The number 356 has three digits, and the last digit is 6. The number 67,896,094 has eight digits, and the last digit is 4.

**Example 3** The number 64,000 has how many digits?

**Solution** The number 64,000 has **five digits**.

**Example 4** What is the last digit of 2001?

**Solution** The last digit of 2001 is **1**.

## LESSON PRACTICE

---

**Practice set** Write the rule and the next three numbers of each counting sequence:

a. 10, 9, 8, 7, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, ...

b. 3, 6, 9, 12, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, ...

Find the missing number in each counting sequence:

c. 80, 70, \_\_\_\_\_, 50, ...      d. 8, \_\_\_\_\_, 16, 20, 24, ...

How many digits are in each number?

e. 18

f. 5280

g. 8,403,227,189

What is the last digit of each number?

h. 19

i. 5281

j. 8,403,190

## MIXED PRACTICE

- Problem set**
- Blanca has 5 dollars, Susan has 6 dollars, and Britt has <sup>(1)</sup> 7 dollars. Altogether, how much money do the three girls have?
  - On William's favorite CD there are 9 songs. On his next-<sup>(1)</sup> favorite CD there are 8 songs. Altogether, how many songs are on William's two favorite CDs?
  - How many digits are in each number?  
<sup>(3)</sup>  
(a) 593                      (b) 180                      (c) 186,527,394
  - What is the last digit of each number?  
<sup>(3)</sup>  
(a) 3427                      (b) 460                      (c) 437,269

Find each missing addend:

5.  $5 + M + 4 = 12$   
<sup>(2)</sup>

6.  $8 + 2 + W = 16$   
<sup>(2)</sup>

Write the next number in each counting sequence:

7. 10, 20, 30, \_\_\_\_\_, ...  
<sup>(3)</sup>

8. 22, 21, 20, \_\_\_\_\_, ...  
<sup>(3)</sup>

9. 40, 35, 30, 25, \_\_\_\_\_, ...  
<sup>(3)</sup>

10. 70, 80, 90, \_\_\_\_\_, ...  
<sup>(3)</sup>

Write the rule and the next three numbers of each counting sequence:

11. 6, 12, 18, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, ...  
<sup>(3)</sup>

12. 3, 6, 9, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, ...  
<sup>(3)</sup>

13. 4, 8, 12, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, ...  
<sup>(3)</sup>

14. 45, 36, 27, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, ...  
<sup>(3)</sup>

Find the missing number in each counting sequence:

15. 8, 12, \_\_\_\_\_, 20, ...  
<sup>(3)</sup>

16. 12, 18, \_\_\_\_\_, 30, ...  
<sup>(3)</sup>

17. 30, 25, \_\_\_\_\_, 15, ...  
<sup>(3)</sup>

18. 6, 9, \_\_\_\_\_, 15, ...  
<sup>(3)</sup>

19. How many small rectangles are shown? Count by twos.



20. How many X's are shown? Count by fours.



21. Write a number sentence for the picture below.



22. 
$$\begin{array}{r} 4 \\ (1) \quad 8 \\ 7 \\ + 5 \\ \hline \end{array}$$

23. 
$$\begin{array}{r} 9 \\ (1) \quad 5 \\ 7 \\ + 8 \\ \hline \end{array}$$

24. 
$$\begin{array}{r} 8 \\ (1) \quad 4 \\ 7 \\ + 2 \\ \hline \end{array}$$

25. 
$$\begin{array}{r} 2 \\ (1) \quad 9 \\ 7 \\ + 5 \\ \hline \end{array}$$

26. If  $\Delta = 3$  and  $\square = 4$ , then  $\Delta + \square$  equals which of the following?

A. 3

B. 4

C. 5

D. 7

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