

Addition and Subtraction

$$8 + 5 = 13$$



Name _____

Series G – Addition and Subtraction

Contents

Topic 1 – Mental strategies (pp. 1–10)

Date completed

- use a variety of mental strategies to solve addition, subtraction _____
- jump strategy with decimals _____
- split strategy review _____
- split strategy with decimals _____
- compensation strategy review _____
- compensation strategy with decimals _____
- bump strategy _____

Topic 2 – Applying strategies (pp. 11–19)

- use a variety of mental strategies to solve addition, subtraction _____
- subtraction _____
- choosing when to add or subtract _____
- addition and subtraction _____
- first to 1 000 – *apply* _____
- 31 – *apply* _____
- connect 3 – *apply* _____
- totally challenging – *solve* _____

Topic 3 – Written methods (pp. 20–28)

- addition _____
- subtraction _____
- adding and subtracting decimals _____
- adding and subtracting _____
- you can bank on it! – *solve* _____
- by jingo – it's bingo! – *apply* _____

Series Authors:

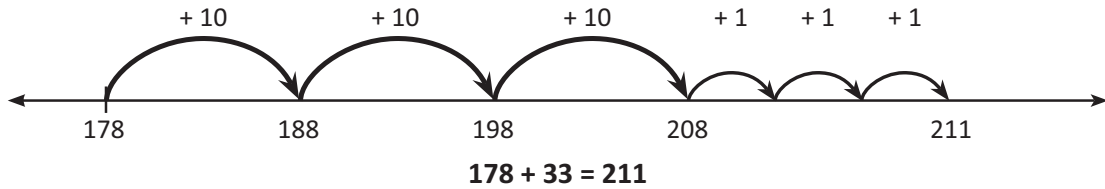
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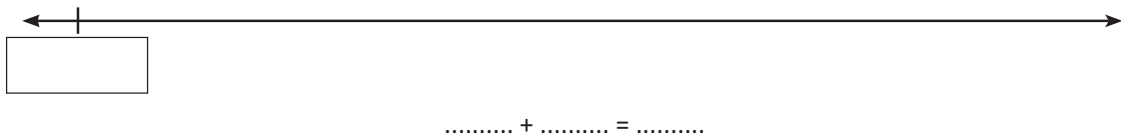
Mental strategies – use a variety of mental strategies to solve addition, subtraction

When we add we can use the jump strategy to help us. Look at how we do this with $178 + 33$.

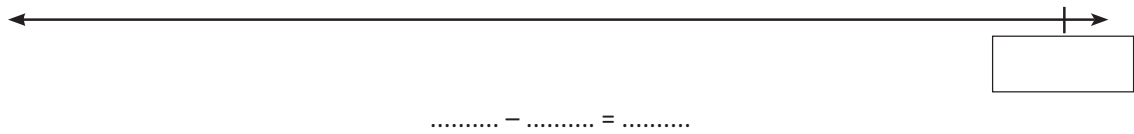
- 1 First we jump up by the tens.
- 2 Then we jump up by the ones.



- 1 Demonstrate the jump strategy by showing how to add a 3 digit number and a 2 digit number.

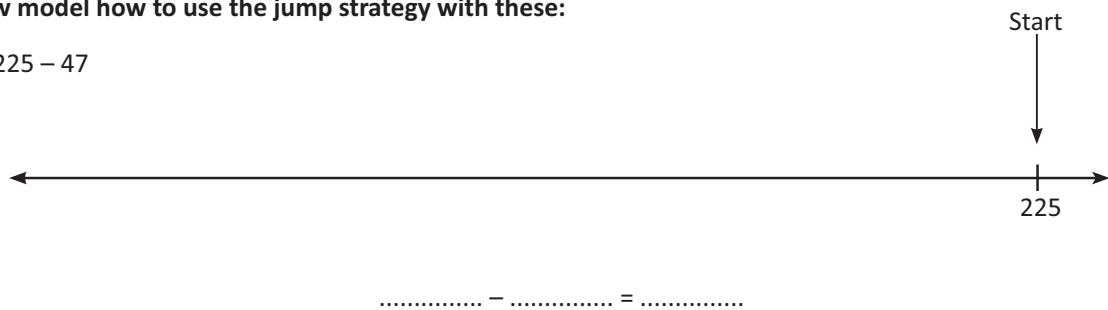


- 2 Demonstrate the jump strategy by showing how to subtract a 2 digit number from a 3 digit number:

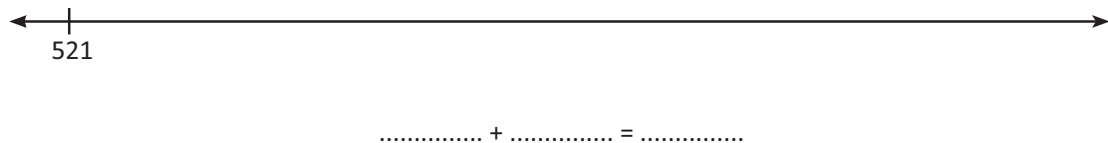


- 3 Now model how to use the jump strategy with these:

a $225 - 47$



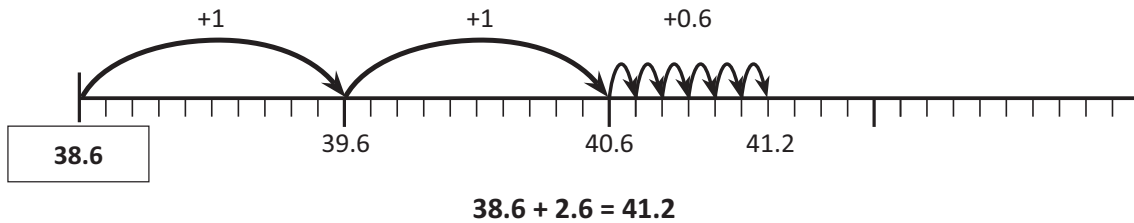
b $521 + 52$



Mental strategies – jump strategy with decimals

The jump strategy is also useful when adding decimals. Look at how we do this with $38.6 + 2.6$:

- 1 First we jump up by the whole numbers.
- 2 Then we jump up by the tenths.



1 Use the jump strategy to add the decimals:

a $35.4 + 3.1$

..... + =



b $84.3 + 1.8$

..... + =



c $17.6 + 1.9$

..... + =



2 Use the jump strategy to answer the following:

- a You win a spitball competition, beating your nearest competitor, 'Spitball Steve' by 1.6 m. Your mother would be so proud. If Spitball Steve spat 4.4 m, how far did you shoot?



- b After weeks of practice Spitball Steve perfects his technique and beats your previous winning shot by 1.1 m. How far does he spit?



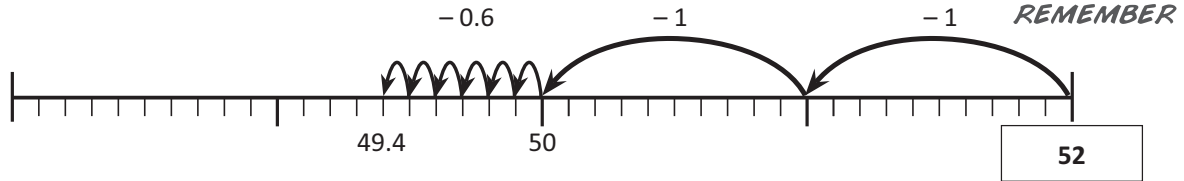
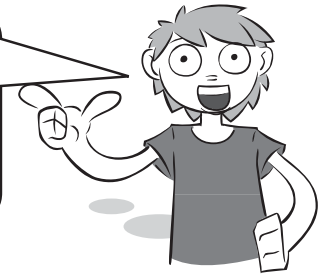
Mental strategies – jump strategy with decimals

We can also subtract decimals using the jump strategy.

Look at how we do this with $52 - 2.6$

- 1 First we jump back by the whole numbers.
- 2 Then we jump back by the tenths.

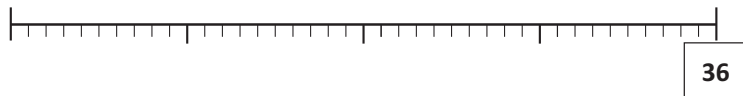
Remember that 2.6 is made up of 2 and 0.6. You need to subtract both parts.



3 Use the jump strategy to subtract these decimals. Break up the second number in your head:

a $36 - 3.3$

..... - =



b $51 - 2.9$

..... - =

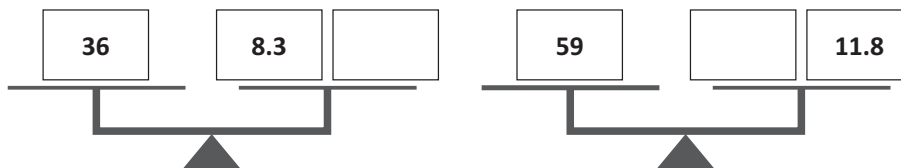


c $68 - 3.9$

..... - =



4 Work out what the missing number is on each set of balanced scales. Use the jump strategy.



I use subtraction to find the missing numbers.
 $36 - 8.3 = ?$



Mental strategies – split strategy review

Follow these steps when using the split strategy for addition or subtraction:

- 1 Split the second number into its different place values.
- 2 Add or subtract each part in turn.

$$\begin{aligned}
 347 + 178 &\rightarrow 347 + 100 = 447 \\
 &447 + 70 = 517 \\
 &517 + 8 = 525 \\
 \mathbf{347 + 178 = 525}
 \end{aligned}$$

Remember that
178 is 100 + 70 + 8



REMEMBER

1 Solve these problems using the split strategy:

a $478 + 169 =$

b $507 + 216 =$

c $345 + 236 =$

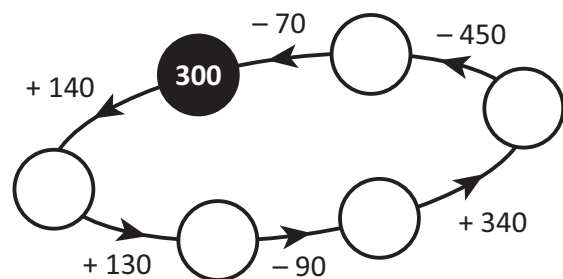
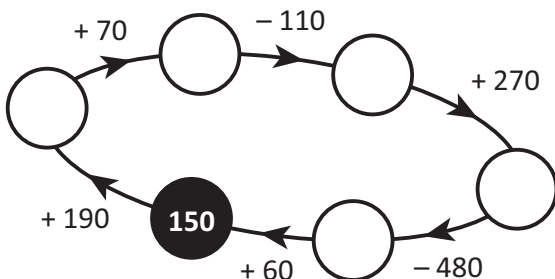
2 Solve these problems using the split strategy:

a $421 - 153 =$

b $632 - 138 =$

c $954 - 621 =$

3 Add or subtract around each orbit. Write your answers on each planet. Start at the shaded circle and follow the direction of the arrows!



Mental strategies – split strategy with decimals

Sometimes it is easier to split both numbers. Look at how we do this with $21.2 + 3.8$

- 1 We split the numbers into whole numbers and decimals.
- 2 We then rearrange the problem, adding the whole numbers and decimals separately.
- 3 We add the 2 answers.

$$\begin{array}{r}
 \textcircled{21}.\textcircled{2} + \textcircled{3}.\textcircled{8} \\
 \begin{array}{c} \curvearrowright + \curvearrowleft \\ \curvearrowright + \curvearrowleft \end{array} \\
 = (21 + 3) + (0.2 + 0.8) \\
 = 24 + 1 \\
 = 25
 \end{array}$$

- 1** When adding decimals, it is handy if you are able to quickly identify pairs that add together to give a whole number. In each grid below, look for 4 pairs that add to give a whole number and colour in the squares. Pairs are next to each other vertically, horizontally or diagonally.

a

1.7	1.5	3.8	3.1
1.3	1.2	3.2	3.6
6.3	6.4	5.1	5.5
6.2	6.6	5.6	2.5

b

1.4	0.3	0.7	0.9
2.4	2.6	1.2	3.2
1.5	1.7	3.5	1.5
1.6	1.2	1.8	1.1

c

1.6	1.1	2.3	1.5
1.2	1.4	1.5	2.7
1.7	2.5	2.9	3.3
2.1	1.8	3.2	3.5

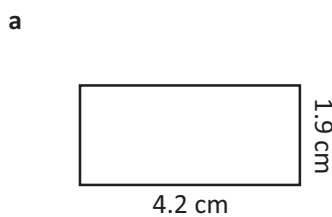
- 2** Solve these problems using the split strategy. Make notes as you go:

a $32.3 + 2.3 =$

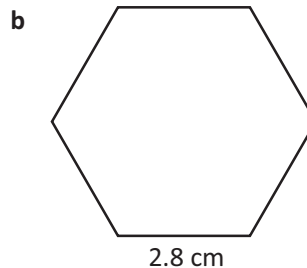
b $21.7 + 3.8 =$

c $46.2 + 7.1 =$

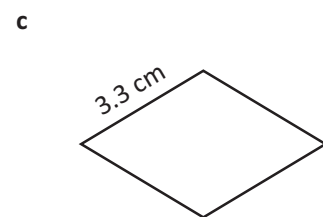
- 3** Find the perimeter of each shape. Shapes are not drawn to scale. Use the split strategy to help you:



P:



P:



P:

Mental strategies – split strategy with decimals

We can use the same process to subtract decimals:

- 1 We split the numbers into whole numbers and decimals.
- 2 We then rearrange the problem, subtracting the whole numbers and decimals separately.
- 3 We add the 2 answers.

$$\begin{array}{r} \textcircled{31}.\textcircled{4} - \textcircled{2}.\textcircled{3} \\ \hline \end{array} = (31 - 2) + (0.4 - 0.3) \\ = 29 + 0.1 \\ = 29.1$$

4 Solve these problems using the split strategy. Make notes as you go:

a $46.8 - 9.3 =$

b $55.8 - 4.2 =$

c $33.2 + 13.1 =$

5 Use the split strategy to solve these money problems:

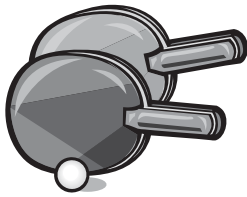
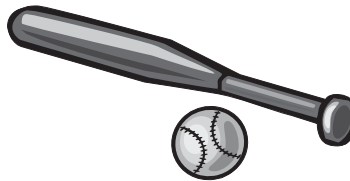


Table tennis \$28.60



Baseball \$42.15



Boxing \$135.95

- a The table tennis set costs \$34.90 at the store down the road. If Gillian buys it here for \$28.60, how much does she save?
- b Sanjeev saved \$55.50 to buy the baseball kit. How much of his savings remain after buying the kit?
- c If she had a voucher for a \$8.75 discount, how much did Katya pay for the boxing gloves?

Mental strategies – compensation strategy review

Sometimes we round one number in the problem to make it easier to use in our heads. Then we adjust our answer to compensate:

$$235 + 68 = \boxed{303}$$

$235 + 70$ $\ominus 2$ *We rounded up by 2, which means we added 2*

305 $\ominus 2$ = 303 *too many so we subtract 2.*

$$325 + 41 = \boxed{366}$$

$325 + 40$ $\oplus 1$ *We rounded down by 1, which means we subtracted*

365 $\oplus 1$ = 366 *1 too few, so we add 1 back.*

1 Use the steps of the compensation strategy to complete these additions.

a $424 + 68 = \boxed{}$

$424 + 70$ \bigcirc
 $$ $\bigcirc = \underline{}$

b $234 + 18 = \boxed{}$

$234 + 20$ \bigcirc
 $$ $\bigcirc = \underline{}$

c $564 + 132 = \boxed{}$

$564 + 130$ \bigcirc
 $$ $\bigcirc = \underline{}$

d $214 + 141 = \boxed{}$

$214 + 140$ \bigcirc
 $$ $\bigcirc = \underline{}$

Sometimes we round one number in the problem to make it easier to use in our heads. Then we adjust our answer to compensate:

$$270 - 59 = \boxed{211}$$

$270 - 60$ $\oplus 1$ *We rounded up by 1 which means we subtracted 1 extra,*

210 $\oplus 1$ = 211 *so we need to pay it back.*

$$350 + 73 = \boxed{423}$$

$350 + 70$ $\oplus 3$ *We rounded down by 3 which means we need*

420 $\oplus 3$ = 423 *to add 3 more.*

2 Use the steps of the compensation strategy to complete these subtractions.

a $725 - 39 = \boxed{}$

$725 - 40$ \bigcirc
 $$ $\bigcirc = \underline{}$

b $373 - 49 = \boxed{}$

$373 - 50$ \bigcirc
 $$ $\bigcirc = \underline{}$

c $285 - 198 = \boxed{}$

$285 - 200$ \bigcirc
 $$ $\bigcirc = \underline{}$

d $455 - 43 = \boxed{}$

$455 - 40$ \bigcirc
 $$ $\bigcirc = \underline{}$

Mental strategies – compensation strategy with decimals

Follow these steps for the compensation strategy when adding decimals:

1 Round the number closest to a whole number.

2 Compensate for rounding:

$$\begin{array}{l}
 31.4 + 5.8 \rightarrow 31.4 + 6 \quad \text{I rounded up by 0.2,} \\
 = 37.4 - 0.2 \quad \text{which means I} \\
 = 37.2 \quad \text{added extra so I} \\
 \quad \quad \quad \text{need to subtract 0.2}
 \end{array}
 \qquad
 \begin{array}{l}
 51.4 + 8.3 \rightarrow 51.4 + 8 \quad \text{I rounded down by 0.3,} \\
 = 59.4 + 0.3 \quad \text{which means I did not} \\
 = 59.7 \quad \text{add enough so I need} \\
 \quad \quad \quad \text{to add 0.3}
 \end{array}$$

1 Use the steps of the compensation strategy to complete these decimal additions:

a $9.5 + 2.8 = \boxed{}$

$$\begin{array}{r}
 9.5 + 3 \quad \bigcirc \\
 \underline{} \quad \bigcirc = \underline{}
 \end{array}$$

b $6.4 + 3.1 = \boxed{}$

$$\begin{array}{r}
 6.4 + 3 \quad \bigcirc \\
 \underline{} \quad \bigcirc = \underline{}
 \end{array}$$

c $8.3 + 1.8 = \boxed{}$

$$\begin{array}{r}
 8.3 + 2 \quad \bigcirc \\
 \underline{} \quad \bigcirc = \underline{}
 \end{array}$$

d $2.4 + 0.9 = \boxed{}$

$$\begin{array}{r}
 2.4 + 1 \quad \bigcirc \\
 \underline{} \quad \bigcirc = \underline{}
 \end{array}$$

Follow these steps for the compensation strategy when subtracting decimals:

1 Round the number closest to the whole number.

2 Compensate for rounding:

$$\begin{array}{l}
 52.5 - 3.9 \rightarrow 52.5 - 4 \quad \text{We rounded up by 0.1,} \\
 = 48.5 + 0.1 \quad \text{which means we} \\
 = 48.6 \quad \text{subtracted extra so} \\
 \quad \quad \quad \text{we need to add 0.1}
 \end{array}
 \qquad
 \begin{array}{l}
 65.4 - 8.3 \rightarrow 65.4 - 8 \quad \text{We rounded down by 0.3,} \\
 = 57.4 - 0.3 \quad \text{which means we did not} \\
 = 57.1 \quad \text{subtract enough so} \\
 \quad \quad \quad \text{we need subtract 0.3}
 \end{array}$$

2 Use the steps of the compensation strategy to complete these decimal subtractions:

a $5.3 - 3.8 = \boxed{}$

$$\begin{array}{r}
 5.3 - 4 \quad \bigcirc \\
 \underline{} \quad \bigcirc = \underline{}
 \end{array}$$

b $7.2 - 2.9 = \boxed{}$

$$\begin{array}{r}
 7.2 - 3 \quad \bigcirc \\
 \underline{} \quad \bigcirc = \underline{}
 \end{array}$$

c $68.3 - 1.8 = \boxed{}$

$$\begin{array}{r}
 68.3 - 2 \quad \bigcirc \\
 \underline{} \quad \bigcirc = \underline{}
 \end{array}$$

d $32.5 - 9.8 = \boxed{}$

$$\begin{array}{r}
 32.5 - 10 \quad \bigcirc \\
 \underline{} \quad \bigcirc = \underline{}
 \end{array}$$

Mental strategies – bump strategy

- 1 Bump the number closest to a multiple of ten. This makes the problem easier to do in our heads.
- 2 Adjust the other number so the difference between the 2 numbers stays the same. This keeps the problem the same.
- 3 Solve this easier problem. This then gives us the answer to our original problem.

$$\begin{array}{r} \textcircled{89} + \textcircled{24} \\ \downarrow \quad \downarrow \\ +1 \quad -1 \\ 90 + 23 = 113 \end{array}$$



THINK

The bump strategy is when the number closest to ten gets impatient to start the addition process. The other number must adjust to compensate.

- 1 Let's practise identifying the number you should bump. Put a ring around the number closest to a multiple of ten.

a 69, 35 b 34, 89 c 63, 29 d 85, 27 e 17, 35 f 14, 99

- 2 Use the bump strategy for these additions, bumping the first number each time. Write the rearranged sum underneath. The first one has been done for you.

a $79 + 15$

$$\begin{array}{r} \downarrow \quad \downarrow \\ +1 \quad -1 \end{array}$$

$$80 + 14 = 94$$

b $88 + 26$

$$\begin{array}{r} \downarrow \quad \downarrow \\ +2 \quad -2 \end{array}$$

c $32 + 56$

$$\begin{array}{r} \downarrow \quad \downarrow \\ \square \quad \square \end{array}$$

d $83 + 12$

$$\begin{array}{r} \downarrow \quad \downarrow \\ \square \quad \square \end{array}$$

e $61 + 24$

$$\begin{array}{r} \downarrow \quad \downarrow \\ \square \quad \square \end{array}$$

f $226 + 52$

$$\begin{array}{r} \downarrow \quad \downarrow \\ +4 \quad -4 \end{array}$$

g $142 + 13$

$$\begin{array}{r} \downarrow \quad \downarrow \\ -2 \quad +2 \end{array}$$

h $304 + 38$

$$\begin{array}{r} \downarrow \quad \downarrow \\ \square \quad \square \end{array}$$

i $421 + 65$

$$\begin{array}{r} \downarrow \quad \downarrow \\ \square \quad \square \end{array}$$

j $275 + 32$

$$\begin{array}{r} \downarrow \quad \downarrow \\ \square \quad \square \end{array}$$

- 3 Read the top of this page again to remember how best to think of the bump strategy. Pretend the numbers in the sums below are people. What would they say to each other? Look at the first example, then write your own for the next sum. You need to think carefully because the second sum is different. Can you see why?

Hurry, give me 1 so I can round up!



49

+



25

She is too bossy.



51

+



43

Mental strategies – bump strategy

- 1 With subtraction, we need to bump the **second** number to a multiple of ten. This makes the problem easier to do in our heads.
- 2 Do the same to the other number so the difference between the 2 numbers stays the same.
- 3 Solve this easier problem. This then gives us the answer to our original problem.

$$\begin{array}{r} 65 - 22 \\ \downarrow \quad \downarrow \\ -2 \quad -2 \\ \hline 63 - 20 = 43 \end{array}$$



THINK

The bump strategy is when the number closest to ten gets impatient to start the subtraction process. The other number must adjust to compensate.

4 Use the bump strategy for these subtractions:

a $46 - 19$

↓	↓
□	□

b $85 - 33$

↓	↓
□	□

c $64 - 21$

↓	↓
□	□

d $56 - 42$

↓	↓
□	□

e $94 - 58$

↓	↓
□	□

f $595 - 11$

↓	↓
□	□

g $244 - 39$

↓	↓
□	□

h $606 - 27$

↓	↓
□	□

i $315 - 43$

↓	↓
□	□

j $496 - 52$

↓	↓
□	□

5 Solve these problems using the bump strategy. Show your working out:

a Bob weighs 86 kg. Tiffany weighs 52 kg. How much more does Bob weigh than Tiffany?

b Megan saved \$194 in 1 year. Her sister Jeda saved \$143. How much more did Megan save?

c Janae collected toy pigs and by the end of Year 5 had an impressive 498. By the end of Year 6 she had 878. How many did she accumulate over the year?

d You are bored one rainy afternoon and challenge your brother to a mint eating competition. He eclipsed you, consuming 147 to your 72. How many more did he eat?

Applying strategies – use a variety of mental strategies to solve addition, subtraction

In the previous topic we practised addition using specific mental strategies. In real life, we can choose the mental strategy that suits us. We may have one preferred strategy or we may choose a different one depending on the numbers involved in the problem. There is no one right way to solve a problem.

- 1 Show 2 different ways of solving this problem. You may use the strategies covered in the previous topic or explain strategies of your own:

$$249 + 142$$

- 2 Use a mental strategy of your choice to complete these magic squares. Each row and column adds to give the number at the top.

250		
96	87	
	92	36

330		
		58
45		110
102		

- 3 Complete these equations so that each answer is between 351 and 400. You may not use zeros in any part of the sum:

a _____ + _____ = _____








b _____ + _____ = _____

c _____ - _____ = _____





d _____ - _____ = _____

Applying strategies – use a variety of mental strategies to solve addition, subtraction

4 It is important to eat healthy foods that are low in fat and sugar. This table shows nutritional information of some common foods:

	 Bowl of coco flakes	 Bowl of wheat puffs	 Meat pie	 Salad sandwich	 Cola drink	 Fruit juice	 Milkshake
Total fat	1.2 g	0.7 g	33.8 g	9.3 g	0 g	0 g	12 g
Sugars	28.3 g	1.6 g	12.3 g	5.4 g	30 g	4.9 g	61 g

a How healthy are the children listed in the table below? Calculate the total amount of fat and sugar consumed by each child for breakfast and recess:

	Breakfast	Lunch	Total fat	Total sugar
Sam 	Bowl of coco flakes	Meat pie and cola drink		
Nate 	Bowl of wheat puffs	Meat pie and a milkshake		
Wil 	Bowl of coco flakes	Salad sandwich and cola drink		
Trey 	Bowl of wheat puffs	Salad sandwich and fruit juice		

b Draw a smiley face next to the healthiest child.

5 Now it's your turn to look at your breakfast choices. Use the packaging or a calorie counter to find the sugar and fat content of your daily breakfasts. Track your breakfasts over a week:

Day	Breakfast	Total fat	Total sugar

How would you rate your breakfast choices?

Applying strategies – subtraction

In the previous topic we practised using specific mental subtraction strategies. As with addition, we can choose the mental strategy that suits us. We may have one preferred strategy or we may choose a different one depending on the numbers involved in the problem. There is no one right way to solve a problem.

- 1 Choose a mental strategy and solve these problems. Enter your answers into the crossnumber puzzle:

Across

1 $188 - 35 =$

4 $90 - 17 =$

6 $53 - 15 =$

7 $63 - 49 =$

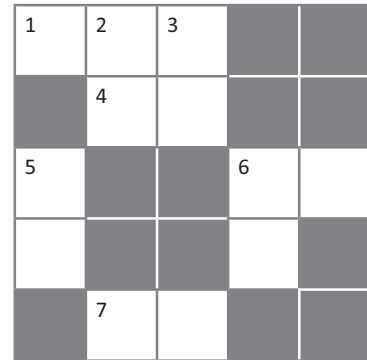
Down

2 $94 - 37 =$

3 $48 - 15 =$

5 $72 - 24 =$

6 $88 - 56 =$



- 2 Show 2 different ways of solving this problem. You may use the strategies covered in the previous topic or explain strategies of your own:

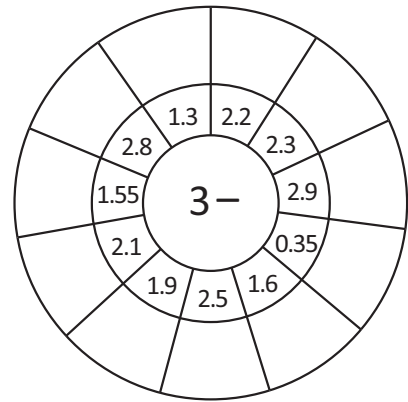
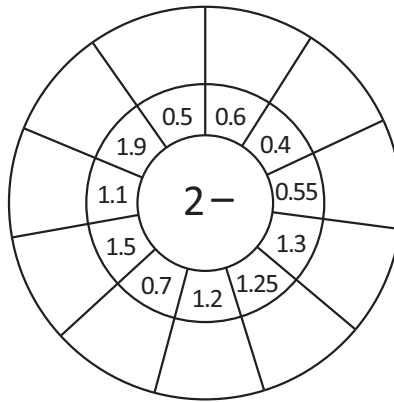
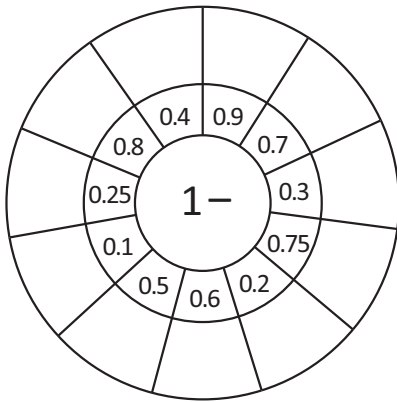
$503 - 251$

- 3 Solve these subtraction problems using a mental strategy:

- a Nariah has \$436 saved. She buys a new MP3 player costing \$127. How much money does she have left after the purchase?
- b Unfortunately Nariah loses her 4th school jumper for the year. Her mum refuses to pay for another and Nariah has to cover the cost of \$52 herself. How much of her savings does she now have left?

Applying strategies – subtraction

4 Practise your subtraction of decimals with these wheels:



5 Solve these money problems using a strategy of your choice:

a You have \$98.00. The total of the groceries is \$67.00. How much change will you get after you pay for your groceries?



b How much will you save if you buy an item on sale that was \$76.95 and is now \$68.99?

c Hugo's total grocery bill before subtracting his coupons was \$77.84. If he had \$5.87 in coupons, what was his final bill?

d Your mum gives you \$10.00 to go to the bakery to buy morning tea. You buy 3 items at the bakery for a total cost of \$8.25. You have a discount voucher worth \$1.05. How much change will you get back?



Applying strategies – choosing when to add or subtract

Sometimes we come across problems that require us to both add and subtract or to make a choice between which one to use. Understanding key language terms can help with this decision.

- 1 Below are some terms you come across in addition and subtraction word problems. Colour any terms that ask you to add in red. Colour any terms that ask you to subtract in green.

Find the difference between ... What is the total? minus

Who has less? How many altogether? Who has more?

Find the difference between ... How many more ... than ...? ... plus ...

- 2 Stef and Marly's parents give each of them \$10 pocket money each week. They must use some of it to buy their lunch from the school canteen every Friday.

- a If they both save the pocket money left over from buying Friday lunches, who will have saved the most by the end of 4 weeks? Use this canteen price list and the tables below. Decide when you need to add and when you need to subtract.

School Canteen Price List

Ham and salad sandwich	\$3.40	Hot chicken roll	\$3.60
Ham, cheese and tomato sandwich	\$3.50	Sausage roll	\$2.20
Toasted cheese sandwich	\$3.20	Meat pie	\$2.80
Toasted ham, cheese and tomato sandwich	\$3.60	Tomato sauce	\$0.30

Week	1	2	3	4	Total
Stef's lunches	Hot chicken roll	Meat pie with tomato sauce	2 toasted cheese sandwiches	Sausage roll with tomato sauce	
Saved					
Marly's lunches	Sausage roll with tomato sauce	Toasted cheese sandwich	Toasted ham, cheese and tomato sandwich	2 ham and salad sandwiches	
Saved					

b Who saved the most money?

c What was the difference?

Applying strategies – addition and subtraction

1 In this activity, you will follow the steps to solve this riddle:

Step 1: Solve these problems using a mental strategy:

$579 + 35 =$	$462 + 10 =$	$247 + 30 =$	$686 + 40 =$	$116 + 20 =$
♥	*	💣	😊	★

Step 2: Solve these problems using a mental strategy:

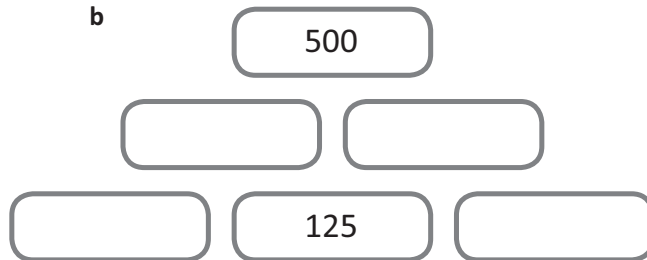
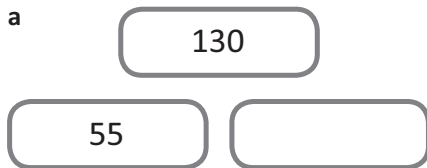
$500 - 28 =$	$320 - 43 =$	$900 - 174 =$	$500 - 364 =$	$700 - 86 =$
E	R	D	S	A

Step 3: Match the letters and symbols that have the same answer from Step 1 and 2. Write the letters in the grid below to solve the riddle:

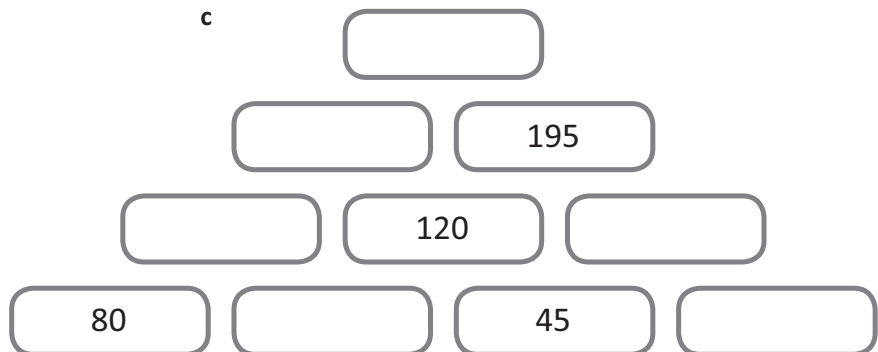
♥	😊	😊	💣	*	★	★

What item of clothing does a house wear? _____

2 Fill in the missing numbers on these pyramids. The numbers below must add to the number directly above:



Inverse operations will help you solve these!





Getting ready

This is a game for 2 players.

You will need a deck of cards with just the numbers (remove the Queen, King, Jack, Ace and Joker). You will also need a pencil and paper to keep score.



What to do

Player 1 picks 2 cards from the deck and uses them to make a 2 digit number. You can use the 2 cards in any order. For example, if you pick a 5 and a 6 you could make 56 or 65.

When the cards are the same colour, the 2 digit number is added to the player's score. When the cards are different colours, the number is subtracted.

Start the game with 100 points each. The first player to 1 000 wins.



Getting ready

This is a game for 4 players. You will need a deck of cards with the jokers removed, as well as a pencil and paper to keep score.

Choose a dealer who deals 3 cards to each player. The rest of the cards go in a pile in the centre.



What to do

The aim of 31 is to collect 3 cards of the same suit that add up as close as possible to 31.

Cards from 2 to 9 are face value so if a card has 2 on it, it is worth 2. Aces are worth 11 and picture cards are worth 10.

Players take turns to take a card from the pile and to discard any one of their cards by placing it face down next to the centre pile.

When a player thinks they have made a total of 31, they show their cards to the other players. The other players have one more turn to try and beat that total (get closer to 31).

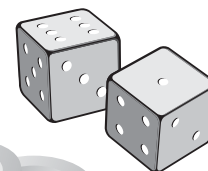
The winning player scores 1 point if it is the closest to 31 in the group.

If the winning player has exactly 31, they score 2 points. The first player to 10 points wins.



Getting ready

This is a game for 2 players. You will need 2 dice, 3 counters for each player in different colours and this game board.



What to do

The aim of this game is to be the first player to have all 3 counters in a line either going horizontally, vertically or diagonally.

Roll the dice and create a number sentence using either + or -.

Decide whether you want to add or subtract. It all depends on which answer you want. Which number do you want to place a counter on?

For example: Player 1 rolls a 4 and a 6.

Player 1 may either say “ $4 + 6 = 10$ ” or “ $6 - 4 = 2$ ” or “ $4 - 6 = -2$ ”.

Player 1 then places a counter on the answer to the sum that they made.

Player 2 rolls the dice and creates a number sentence.

Take turns until one player has all 3 counters in a line either going horizontally, vertically or diagonally.

	-5	-4	-3	-2
-1	0	1	2	3
4	5	6	7	8
9	10	11	12	



What to do next

Once you have played this game a few times, try to get more strategic when you are playing. If you are strategic it means that you are thinking ahead.

Which numbers should you be aiming for? Why?

Which numbers are the easiest and the hardest to get? How does knowing this help you to win?



Getting ready

Complete this challenge with a partner or on your own.
Make a copy of this page and cut out the cards.



1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20



What to do

Arrange the cards into six piles.
The challenge is to make each pile add to the same total.
Use trial and error to work out what the total is.
Show what you discover in the space below:

Written methods – addition

	Th	H	T	O
	1	¹ 2	¹ 4	8
+		4	5	7
	1	7	0	5

We can add using a written strategy.

First we estimate what the answer will be: $1\ 248 + 457 =$ is around 1700.

We start by adding the ones: $8 + 7 = 15$ ones. We can rename this as 1 ten and 5 ones. We put the 5 ones in the ones column and carry the 10 to the tens column.

4 tens add 5 tens is 9 tens plus the carried 10 makes 10 tens. We rename this as 1 hundred and 0 tens.

We put the zero in the tens column and carry the 1 hundred.

2 hundreds add 4 hundreds makes 6 hundreds plus the carried hundred makes 7 hundreds. We put the 7 in the hundreds column.

There is 1 thousand in the thousand column so we simply put the 1 in the thousand column at the bottom.

1 Solve these addition problems. First estimate the answer:

e:

a
$$\begin{array}{r} 697 \\ + 56 \\ \hline \end{array}$$

e:

b
$$\begin{array}{r} 844 \\ + 93 \\ \hline \end{array}$$

e:

c
$$\begin{array}{r} 532 \\ + 498 \\ \hline \end{array}$$

e:

d
$$\begin{array}{r} 6192 \\ + 330 \\ \hline \end{array}$$

e:

e
$$\begin{array}{r} 6640 \\ + 4834 \\ \hline \end{array}$$

e:

f
$$\begin{array}{r} 9971 \\ + 1029 \\ \hline \end{array}$$

e:

g
$$\begin{array}{r} 63300 \\ + 12990 \\ \hline \end{array}$$

e:

h
$$\begin{array}{r} 45529 \\ + 6753 \\ \hline \end{array}$$

2 Solve these problems using the written method:

a Last month 1550 fans supported the local football tournament. This month there are 568 more fans. How many fans supported the local tournament this month?

b Over the past 18 months, Chan spent lots of money on computer games. Last year, he spent \$1928 and this year, he has already spent \$1562. How much has he paid for computer games so far?

3 These problems have been solved already. Check that they have been completed correctly. If there are errors, give some feedback as to where they went wrong:

a
$$\begin{array}{r} 1\ 2\ 7 \\ + 2\ 2\ 5 \\ \hline 3\ 5\ 1 \end{array}$$

b
$$\begin{array}{r} 3\ 3\ 10\ 1 \\ + 3\ 3\ 0\ 9 \\ \hline 6\ 6\ 1\ 0 \end{array}$$

c
$$\begin{array}{r} 14\ 8\ 0\ 0 \\ + 1\ 2\ 8\ 5 \\ \hline 6\ 1\ 8\ 5 \end{array}$$

Written methods – addition

$$\begin{array}{r}
 \begin{array}{cccc}
 & 5 & 5 & 6 & 2 \\
 + & & 3 & 3 & 8 \\
 \hline
 & & & 1 & 0 \\
 & & & 9 & 0 \\
 & & 8 & 0 & 0 \\
 \hline
 5 & 0 & 0 & 0 \\
 \hline
 5 & 9 & 0 & 0
 \end{array}
 \end{array}$$

Another method is to add each place value separately and then add these answers together.

4 Solve these addition problems using a written strategy of your choice.

e:

a

$$\begin{array}{r}
 4 \ 4 \ 2 \ 6 \\
 + \quad 3 \ 4 \ 5 \\
 \hline
 \\
 \hline
 \end{array}$$

e:

b

$$\begin{array}{r}
 3 \ 1 \ 1 \ 9 \\
 + \quad 5 \ 6 \ 3 \\
 \hline
 \\
 \hline
 \end{array}$$

e:

c

$$\begin{array}{r}
 7 \ 7 \ 1 \ 3 \\
 + \quad 8 \ 4 \ 7 \\
 \hline
 \\
 \hline
 \end{array}$$

e:

d

$$\begin{array}{r}
 8 \ 9 \ 9 \ 9 \\
 + \quad 1 \ 0 \ 3 \ 4 \\
 \hline
 \\
 \hline
 \end{array}$$

e:

e

$$\begin{array}{r}
 5 \ 6 \ 1 \ 2 \\
 + \quad 2 \ 3 \ 2 \ 8 \\
 \hline
 \\
 \hline
 \end{array}$$

e:

f

$$\begin{array}{r}
 8 \ 3 \ 2 \ 0 \\
 + \quad 3 \ 6 \ 8 \ 9 \\
 \hline
 \\
 \hline
 \end{array}$$

5 Choose a written strategy and solve the following:

a 6 009 people are at a football match and 648 people are working at the ground. How many people are there altogether?

b 1 382 people arrived at the pop concert by car and 4 553 arrived by train. How many people attended the concert?

Written methods – subtraction

	Th	H	T	O
	7	7 ¹⁴	4	2
+	6	1	5	1
	1	6	9	1

We can subtract using a written strategy.

First we estimate what the answer will be: $7\ 842 - 6\ 151 =$ around 1 650.

We start by subtracting the ones: $2 - 1 = 1$. We put the 1 in the ones column.

We can't do 4 tens subtract 5 tens so we need to rename one of the hundreds as a ten. We now have 14 tens which makes 140.

$14\ \text{tens} - 5\ \text{tens} = 9\ \text{tens}$. We put the 9 in the tens column.

As we borrowed one hundred, we now have 7 hundreds left in the hundreds column. 7 hundreds subtract 1 hundred is 6 hundreds.

We put 6 in the hundreds column.

7 thousands – 6 thousands is 1 thousand. We put 1 in the thousand column.

We then check the answer against our estimate. Are the answer and estimate similar?

1 Solve these subtraction problems. First estimate the answers:

<p>e: <input type="text"/></p> <p>a 6 2 1</p> <p> - 8 2</p> <p>_____</p> <p>_____</p>	<p>e: <input type="text"/></p> <p>b 8 9 7</p> <p> - 8 9</p> <p>_____</p> <p>_____</p>	<p>e: <input type="text"/></p> <p>c 4 2 1 8</p> <p> - 3 7 5</p> <p>_____</p> <p>_____</p>	<p>e: <input type="text"/></p> <p>d 5 9 1 6</p> <p> - 7 2 8</p> <p>_____</p> <p>_____</p>
<p>e: <input type="text"/></p> <p>e 5 4 1 1</p> <p> - 3 4 6 1</p> <p>_____</p> <p>_____</p>	<p>e: <input type="text"/></p> <p>f 8 4 8 0</p> <p> - 2 0 9 3</p> <p>_____</p> <p>_____</p>	<p>e: <input type="text"/></p> <p>g 3 2 1 6 3</p> <p> - 3 2 1 6</p> <p>_____</p> <p>_____</p>	<p>e: <input type="text"/></p> <p>h 9 8 7 6 2</p> <p> - 1 1 3 9 6</p> <p>_____</p> <p>_____</p>

2 The Mathletics writers have gone on strike until their demands for regular facials and overseas jaunts are met. You will have to design 4 of your own subtraction problems and then get a friend to answer them. The challenge is to make them interesting but not too hard.

<p>e: <input type="text"/></p> <p>a</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>e: <input type="text"/></p> <p>b</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>e: <input type="text"/></p> <p>c</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>e: <input type="text"/></p> <p>d</p> <p>_____</p> <p>_____</p> <p>_____</p>


What do you need to think about when writing subtraction problems?



Written methods – subtraction

- 3** You are working hard to convince your parents that an overseas trip would be a far better idea than the usual 2 week camping holiday with Auntie Mabel and Uncle Bob. They are open to the idea as there are only so many campfire sing-alongs run by Big Bob that they can take. Kumbayah, anyone? They have asked you to find the answers to the following questions. Make sure you show your working out:

<i>Holiday Destinations</i>	
7 days in Cuba	\$2825 per family
9 days in Mexico	\$1834 per family
5 days in Florida	\$5793 per family
7 days in England.....	\$7447 per family
5 days in Hawaii	\$4263 per family



- a How much cheaper is a week in Cuba than a week in England?
- b How much more expensive is 5 days in Florida than 9 days in Mexico?
- c How much would a family save if they decided to go to Hawaii for 5 days instead of Florida for 5 days?
- d How much less would you spend if you went to Mexico instead of England?

- 4** Given the choice would you solve the problem $5000 - 1599$ using a written strategy or a mental strategy? Explain why:

Written methods – adding and subtracting decimals

When we add and subtract decimals we follow the same rules we use when working with whole numbers. We need to make sure we line up the place values and the decimal points.

$$\begin{array}{r}
 \overset{3}{\cancel{4}} \quad \overset{1}{\cancel{1}} \quad \overset{1}{\cancel{2}} \quad \overset{1}{\cancel{6}} \\
 - \quad 1 \quad 8 \cdot 1 \quad 7 \\
 \hline
 2 \quad 3 \cdot 0 \quad 9
 \end{array}$$

1 Estimate and solve these addition problems. Remember to put the decimal point into your answers.

<p>e: <input style="width: 100px; height: 20px;" type="text"/></p> <p>a</p> $ \begin{array}{r} 6 \quad 4 \cdot 1 \quad 6 \\ + \quad 1 \quad 7 \cdot 1 \quad 7 \\ \hline \\ \hline \end{array} $	<p>e: <input style="width: 100px; height: 20px;" type="text"/></p> <p>b</p> $ \begin{array}{r} 8 \quad 4 \cdot 9 \quad 6 \\ + \quad 1 \quad 2 \cdot 3 \quad 9 \\ \hline \\ \hline \end{array} $	<p>e: <input style="width: 100px; height: 20px;" type="text"/></p> <p>c</p> $ \begin{array}{r} 9 \quad 8 \cdot 6 \quad 2 \\ + \quad 1 \quad 9 \cdot 3 \quad 8 \\ \hline \\ \hline \end{array} $	<p>e: <input style="width: 100px; height: 20px;" type="text"/></p> <p>d</p> $ \begin{array}{r} 3 \quad 1 \cdot 6 \quad 6 \\ + \quad 1 \quad 7 \cdot 6 \quad 9 \\ \hline \\ \hline \end{array} $
--	--	--	--

2 Estimate and solve these subtraction problems. Remember to put the decimal point into your answers.

<p>e: <input style="width: 100px; height: 20px;" type="text"/></p> <p>a</p> $ \begin{array}{r} 8 \cdot 4 \quad 6 \\ - \quad 4 \cdot 2 \quad 7 \\ \hline \\ \hline \end{array} $	<p>e: <input style="width: 100px; height: 20px;" type="text"/></p> <p>b</p> $ \begin{array}{r} 9 \cdot 1 \quad 8 \\ - \quad 7 \cdot 3 \quad 6 \\ \hline \\ \hline \end{array} $	<p>e: <input style="width: 100px; height: 20px;" type="text"/></p> <p>c</p> $ \begin{array}{r} 9 \cdot 1 \quad 1 \\ - \quad 8 \cdot 0 \quad 2 \\ \hline \\ \hline \end{array} $
<p>e: <input style="width: 100px; height: 20px;" type="text"/></p> <p>d</p> $ \begin{array}{r} 9 \cdot 8 \quad 8 \\ - \quad 7 \cdot 9 \quad 3 \\ \hline \\ \hline \end{array} $	<p>e: <input style="width: 100px; height: 20px;" type="text"/></p> <p>e</p> $ \begin{array}{r} 6 \cdot 6 \quad 9 \\ - \quad 3 \cdot 9 \quad 9 \\ \hline \\ \hline \end{array} $	<p>e: <input style="width: 100px; height: 20px;" type="text"/></p> <p>f</p> $ \begin{array}{r} 8 \cdot 1 \quad 1 \\ - \quad 7 \cdot 3 \quad 2 \\ \hline \\ \hline \end{array} $

3 Abdul bought three magazines for \$6.25, \$3.25 and \$4.95. How much did he spend altogether?

Written methods – adding and subtracting decimals

4 Calculate the totals of these bills:

Café Uno

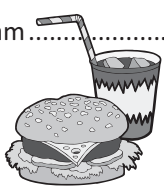
Mochaccino	\$	3	•	2	5
Ham and cheese toastie ...	\$	7	•	5	0
Choc chip cookie	\$	2	•	7	5



	\$

Bill's Burgers

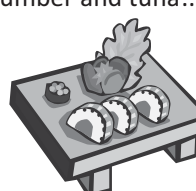
Coke	\$	2	•	5	0
Double cheese burger	\$	7	•	0	0
Fries	\$	3	•	7	5
Ice cream	\$	3	•	6	0



	\$

Sushi Heaven

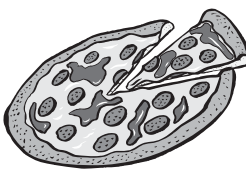
Teriyaki chicken	\$	4	•	6	0
Avocado and salmon	\$	5	•	1	5
Cucumber and tuna	\$	4	•	2	5



	\$

Pete's Pizza

Hawaiian pizza	\$	9	•	2	5
Vegetarian pizza	\$	8	•	7	5
Margarita pizza	\$	8	•	5	0



	\$

5 Use the bills to find the answers to the following:

- a Which was cheaper, eating at Bill's Burgers or Pete's Pizza? By how much?

- b If you ate at Cafe Uno, Sushi Heaven and Pete's Pizza all in 1 week, how much would you spend on eating out?

- c Which restaurant bill was the cheapest and which was the most expensive? What is the difference in price?

Written methods – adding and subtracting

1 Use addition, subtraction or a combination of both to solve these word problems.

a At the 2006 Census, Canada's population consisted of 15 475 970 males and 16 136 925 females. What was the total population? How many more females than males were there?

What words tell me I need to add? What words tell me I need to subtract?



DISCOVER

b Archie, Molly and Matilda have a combined mass of 119 kg. If Archie weighs 45 kg and Molly weighs 2.5 kg less than him, how much does Matilda weigh? Mum weighs 63 kg and Dad's mass is Archie's and Matilda's combined. What is the mass of the whole family?

c Mars is 206 670 000 km from the Sun and Earth is 147 100 000 km from the sun. What is the difference between these distances?

d Harry used his old building blocks to build a staircase. He used 78 blocks on the bottom row. He then used 13 less blocks every time in each row after that. How many blocks had he used by the time he had built 6 rows?

e Keiran and Adam were given the same amount of money for their birthdays. When they went shopping together, Keiran found a CD that he liked but it cost \$18.75, which was more money than he had. Adam lent him his money as well. When he paid, Keiran received \$13.25 in change which he gave back to Adam. How much money had they each received for their birthdays? How much does he still owe Adam?



Getting ready

Use Mrs Lilly Lee's bank statement below to answer the questions at the bottom of the page.



Nest Egg Bank of Canada

Bank Statement

Mrs Lilly Lee
2/345 Waters Street
Anytown, ON 2939

Statement begins 30 October 2009
Statement ends 15 November 2009
Account Number 06 234 268 389 0975

Date	Transaction	Withdrawals	Deposits	Balance
30 Oct 2009	Opening balance			3 596.84
01 Nov 2009	Salary/pay		1 546.97	5 143.81
05 Nov 2009	Groceries	123.98		5 019.83
05 Nov 2009	Gas	67.45		
06 Nov 2009	New clothing	125.40		
08 Nov 2009	Municipal tax	845.00		
10 Nov 2009	Deposit		345.78	
11 Nov 2009	Account fee	5.00		
13 Nov 2009	Electricity bill	674.65		
15 Nov 2009	Salary/pay		1 546.97	
	Opening Balance	Total Debits	Total Credits	Closing Balance
	\$3 596.84			



What to do next

Use a calculator to complete the following:

- a Fill in the total debits by adding all the withdrawals.
- b Fill in the total credits by adding the deposits.
- c Did Mrs Lee deposit or withdraw more money? _____

What was the difference? _____

- d Complete the balance column by adding each deposit and subtracting each withdrawal. What was Mrs Lee's closing balance?
- e Mrs Lee is paid twice a month. What is her monthly pay? _____
- f How much did Mrs Lee pay altogether for her municipal tax and electricity bill? _____



Getting ready



You can play this bingo game with a friend. You will need to use a die to see if you are allowed to play.

One player can have a turn only if they throw an odd number, the other only if they throw an even number.



What to do

Throw the die. If you are allowed to have a turn, nominate a number from Box A and subtract a number from Box B. If this number is on your bingo card, cross it off. If not, it is the other player's turn. You can use numbers more than once. The first player with all the numbers on their card crossed out is the winner.

Watch your opponent. Their answers may help you!



THINK

Box A	
200	300
400	500
600	700
800	900
1000	1100
1200	1300

Box B	
799	532
987	876
346	1131
222	145
1032	751
137	549

Player 1					
455		554		168	
	249		354		201
578		324		163	

Player 2					
549		169		751	
	268		149		401
655		654		124	

Working out space