Count the hundreds, tens, and ones. Write the totals.

1. □ □ □ □ □ □ □ □  □ □ □ □ □ □ □ □

    | 1 | 9 | 8 |
    |---|---|---|
    | Hundreds | Tens | Ones |
    | 1 | 9 | 8 |
    Total 198

2. □ □ □ □ □ □ □ □  □ □ □ □ □ □ □ □

    | 4 | 5 | 9 |
    |---|---|---|
    | Hundreds | Tens | Ones |
    | 4 | 5 | 9 |
    Total 459

Draw to show the numbers. Use boxes, sticks, and circles.

3. 2 | 4 | 3
    |---|---|---|
    | Hundreds | Tens | Ones |
    | 2 | 4 | 3

4. 4 | 6 | 8
    |---|---|---|
    | Hundreds | Tens | Ones |
    | 4 | 6 | 8

5. 3 | 8 | 2
    |---|---|---|
    | Hundreds | Tens | Ones |
    | 3 | 8 | 2

6. 1 | 7 | 7
    |---|---|---|
    | Hundreds | Tens | Ones |
    | 1 | 7 | 7
Add.

1. \[ 43 + 28 = 71 \]
2. \[ 65 + 17 = 82 \]
3. \[ 35 + 28 = 63 \]
4. \[ 52 + 38 = 90 \]
5. \[ 47 + 29 = 76 \]

Write <, >, or =.

6. \[ 153 < 181 \]
7. \[ 113 < 131 \]
8. \[ 56 < 104 \]
9. \[ 59 = 59 \]
10. \[ 84 > 48 \]
11. \[ 151 > 139 \]

12. Write how to count the money.

13. Stretch Your Thinking  You have base ten blocks for 2 hundreds, 2 tens, and 2 ones. Write all of the different 3-digit numbers you could show.

100, 101, 102, 110, 111, 112, 120, 121, 122, 200, 201, 202, 210, 211, 212, 220, 221, 222
Write the hundreds, tens, and ones.

1. \(675 = \underline{600} + \underline{70} + \underline{5}\)
2. \(519 = \underline{500} + \underline{10} + \underline{9}\)
3. \(831 = \underline{800} + \underline{30} + \underline{1}\)
4. \(487 = \underline{400} + \underline{80} + \underline{7}\)
5. \(222 = \underline{200} + \underline{20} + \underline{2}\)
6. \(765 = \underline{700} + \underline{60} + \underline{5}\)

Write the number.

7. \(300 + 40 + 6 = \underline{346}\)
8. \(100 + 60 = \underline{160}\)
9. \(700 + 4 = \underline{704}\)
10. \(200 + 50 + 3 = \underline{253}\)
11. \(400 + 70 + 1 = \underline{471}\)
12. \(800 + 80 + 8 = \underline{888}\)

Write the number that makes the equation true.

13. \(\underline{435} = 30 + 5 + 400\)
14. \(2 + 80 + 600 = \underline{682}\)
15. \(\underline{860} = 60 + 800\)
16. \(900 + 7 + 40 = \underline{947}\)
17. \(\underline{354} = 300 + 4 + 50\)
18. \(1 + 500 = \underline{501}\)
19. \(729 = 20 + 9 + \underline{700}\)
20. \(\underline{90} + 6 + 200 = 296\)
Add in any order. Write the total.

1. \(8 + 1 + 4 = \boxed{13}\)  
2. \(6 + 9 + 5 = \boxed{20}\)

3. \(7 + 4 + 3 = \boxed{14}\)  
4. \(8 + 3 + 2 = \boxed{13}\)

5. There are 23 girls and 49 boys standing in line. How many children are standing in line?

\[
\begin{array}{c}
23 \\
49 \\
\hline
72
\end{array}
\]

6. Count the hundreds, tens, and ones. Write the total.

\[
\begin{array}{c}
\boxed{2} \quad \boxed{6} \quad \boxed{9}
\end{array}
\]

\[
\begin{array}{c}
\text{Hundreds} \\
\text{Tens} \\
\text{Ones}
\end{array}
\]

Total \(269\)

7. Stretch Your Thinking Write an addition equation. The equation must have a 1-, a 2-, and a 3-digit addend and use all of these digits.

\[
\begin{array}{c}
6 \quad 6 \quad 2 \quad 2 \quad 8 \quad 8 \quad 0 \quad 0 \quad 0
\end{array}
\]

Possible answers: \(6 + 20 + 800 = 826,\)  
\(8 + 20 + 600 = 628,\)  
\(2 + 80 + 600 = 682\)
Write $<$, $>$, or $=$.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>285 $&lt;$ 385</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>961 $&gt;$ 691</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>754 $&lt;$ 861</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>367 $&gt;$ 67</td>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
<td>158 $&lt;$ 159</td>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
<td>222 $&lt;$ 333</td>
<td>12.</td>
</tr>
<tr>
<td>13.</td>
<td>604 $=$ 604</td>
<td>14.</td>
</tr>
<tr>
<td>15.</td>
<td>288 $&lt;$ 386</td>
<td>16.</td>
</tr>
<tr>
<td>17.</td>
<td>648 $&lt;$ 734</td>
<td>18.</td>
</tr>
<tr>
<td>19.</td>
<td>762 $&gt;$ 643</td>
<td>20.</td>
</tr>
<tr>
<td>21.</td>
<td>691 $&lt;$ 961</td>
<td>22.</td>
</tr>
</tbody>
</table>
Be the helper. Is the answer OK? Write yes or no. If no, fix the mistakes and write the correct answer.

1. \[28 + 34 = \boxed{62}\] OK? Yes
2. \[58 + 17 = \boxed{75}\] OK? No
3. \[45 + 26 = \boxed{71}\] OK? No

Add up to solve the word problem. Show your work.

4. Allison has 67 beads. She uses some beads to make a necklace. Now she has 39 beads. How many beads did Allison use for her necklace?

\[28\] beads

Write the number.

5. \[400 + 10 + 5 = \boxed{415}\]
6. \[800 + 7 = \boxed{807}\]

7. Stretch Your Thinking Use the digits to write pairs of 3-digit numbers. Write <, >, or = to compare the pairs of numbers you write.

Possible answers:

\[672 > \boxed{130}\]
\[207 < \boxed{316}\]
\[720 > \boxed{613}\]
\[120 < \boxed{736}\]
Count by ones. Write the numbers.

1. 396 397 398 399 400 401 402 403 404
2. 695 696 697 698 699 700 701 702 703
3. 498 499 500 501 502 503 504 505 506
4. 894 895 896 897 898 899 900 901 902
5. 796 797 798 799 800 801 802 803 804

Count by tens. Write the numbers.

6. 830 840 850 860 870 880 890 900 910
7. 470 480 490 500 510 520 530 540 550
8. 740 750 760 770 780 790 800 810 820
9. 380 390 400 410 420 430 440 450 460
10. 560 570 580 590 600 610 620 630 640

Write the number name.

11. 597 five hundred ninety-seven
12. 640 six hundred forty
Find the total or partner.

1. \[4 + 8 = 12\]
   \[9 + 6 = 15\]
   \[7 + 5 = 12\]
   \[13 - 7 = 6\]
   \[16 - 9 = 7\]
   \[18 - 9 = 9\]

Solve the word problem.

2. Cameron reads 57 pages on Monday and 85 pages on Tuesday. How many pages does he read in all?

   \[57 + 85 = 142\] pages

Write <, >, or =.

3. \[675 > 657\]
4. \[198 < 201\]
5. \[86 < 124\]
6. \[36 = 36\]

7. Stretch Your Thinking  Natalie practices the piano every day. On Monday she practiced for 10 minutes. If she practices every day for 10 minutes, on which day of the week will she have practiced for 90 minutes? Explain.

   Tuesday; I counted by tens for 9 days. I started on Monday and said the days of the week in order.
Solve each word problem.

1. Maria blows up some balloons for a party. She divides them into 4 groups of one hundred and 7 groups of ten. There are 6 balloons left over. How many balloons does Maria blow up for the party?

2. Roger has 5 erasers. He buys 6 packages of one hundred and 2 packages of ten. How many erasers does Roger have altogether?

3. Add.

\[
\begin{align*}
400 + 200 &= 600 \\
440 + 7 &= 447 \\
16 + 700 &= 716 \\
40 + 50 &= 90 \\
84 + 10 &= 94 \\
70 + 7 &= 77 \\
8 + 460 &= 468 \\
200 + 9 &= 209 \\
53 + 500 &= 553 \\
30 + 10 &= 40 \\
60 + 40 &= 100 \\
60 + 4 &= 64 \\
380 + 10 &= 390 \\
900 + 80 &= 980 \\
800 + 200 &= 1,000
\end{align*}
\]
Look for shapes around you.

1. List or draw objects that show rectangles.

   Answers or drawings will vary.
   Possible answers: notebook, computer screen, placemat, picture frame

Solve the word problem. Draw a proof drawing if you need to.

2. There are 200 people with tickets for the Fall Festival. A worker collects tickets from 62 of the people. How many tickets are still left to collect?

   \[138 \text{ tickets}\]

   \[\text{label}\]

Count by tens. Write the numbers.

3. \[650 \ 660 \ 670 \ 680 \ 690 \ 700 \ 710 \ 720 \ 730\]

4. **Stretch Your Thinking**  
   Brian has some boxes of paper clips. Some boxes hold 10 clips and some boxes hold 100. He has some paper clips left over. He has three more boxes with 100 paper clips than he has boxes with 10 paper clips. He has two fewer paper clips left over than he has numbers of boxes with 100 paper clips. What number of paper clips could he have?

   Some possible answers: 412, 523, 967
Solve each word problem.

1. Martin sells 58 tickets to the roller coaster ride. He sells 267 tickets to the boat ride. How many tickets does Martin sell altogether?

2. Justine jumps 485 times on a pogo stick. Then she jumps 329 times when she tries again. How many times does she jump altogether?

3. \(18 + 549 = \boxed{567}\)

4. \(190 + 89 = \boxed{279}\)

5. \(76 + 570 = \boxed{646}\)

6. \(75 + 656 = \boxed{731}\)

7. \(348 + 162 = \boxed{510}\)

8. \(407 + 394 = \boxed{801}\)
Remembering

Add. Use any method.

1. \(53 + 39 = 92\)  
2. \(45 + 86 = 131\)  
3. \(75 + 68 = 143\)

Label the shapes using the words in the box.

- cube
- quadrilateral
- pentagon
- hexagon

4. quadrilateral  

5. pentagon

Add.

6. \(300 + 70 = 370\)  
7. \(20 + 40 = 60\)  
8. \(8 + 650 = 658\)

7. **Stretch Your Thinking** Add a 3-digit number and a 2-digit number. Use the digits 5, 6, 7, and 8 to write the addition exercise. You can use a digit more than once. Find the sum.  
   Possible answer: \(867 + 57 = 924\)
Add. Use any method.

1. \[459 + 267 = 726\]
   - Make a new ten? \(\text{Yes}\)
   - Make a new hundred? \(\text{Yes}\)
   - Make a new thousand? \(\text{No}\)

2. \[187 + 374 = 561\]
   - Make a new ten? \(\text{Yes}\)
   - Make a new hundred? \(\text{Yes}\)
   - Make a new thousand? \(\text{No}\)

3. \[678 + 15 = 693\]
   - Make a new ten? \(\text{Yes}\)
   - Make a new hundred? \(\text{No}\)
   - Make a new thousand? \(\text{No}\)

4. \[635 + 92 = 727\]
   - Make a new ten? \(\text{No}\)
   - Make a new hundred? \(\text{Yes}\)
   - Make a new thousand? \(\text{No}\)

5. \[390 + 610 = 1000\]
   - Make a new ten? \(\text{No}\)
   - Make a new hundred? \(\text{Yes}\)
   - Make a new thousand? \(\text{Yes}\)

6. \[64 + 936 = 1000\]
   - Make a new ten? \(\text{Yes}\)
   - Make a new hundred? \(\text{Yes}\)
   - Make a new thousand? \(\text{Yes}\)
Measure each vertical line segment below by marking and counting 1-cm lengths.

1. 

2. 

3. 

| 6 cm | 3 cm | 4 cm |

Solve the word problem.

4. A man sells 275 circus tickets on Monday morning and 369 circus tickets on Monday afternoon. How many tickets does he sell on Monday?

644 tickets

5. Stretch Your Thinking Write an addition exercise with a sum of 1,000. Use two 3-digit addends. Choose addends so that you will need to make a new ten, a new hundred, and a new thousand when you add.

Many answers are possible. Possible answer:

715 + 285 = 1,000
Solve each word problem.  

1. Angie has 648 stickers. 254 of the stickers are cat stickers. The rest are dog stickers. How many dog stickers does Angie have?

394 dog stickers

2. Billy has 315 coins. 209 of the coins are silver in color. How many coins are not silver in color?

106 coins

3. Noah is going to plant 752 seeds. Some of the seeds are flower seeds. 547 of the seeds are vegetable seeds. How many flower seeds will Noah plant?

205 flower seeds

4. Heather’s dad is reading a book that is 564 pages long. So far he has read 286 pages. How many pages does he have left to read?

278 pages
Remembering

Make a ten to find the total.

1. \(7 + 6 = 13\)  
2. \(8 + 7 = 15\)  
3. \(8 + 9 = 17\)

Write the time in two different ways.

4. \(5\) o’clock  
5. \(8\) o’clock  
6. \(10\) o’clock

Add. Use any method.

7. \[357 + 585 = 942\]
   - Make a new ten? Yes
   - Make a new hundred? Yes
   - Make a new thousand? No

8. \(249 + 751 = 1,000\)
   - Make a new ten? Yes
   - Make a new hundred? Yes
   - Make a new thousand? Yes

9. **Stretch Your Thinking**  Explain how to solve for an unknown addend.
   
   **Use the Adding Up method. Add to the next ten and hundred, then add to the known sum. The amount that was added up is the unknown addend.**
Solve the word problems. Use your favorite method. Make a proof drawing.

1. Ricardo likes olives. He has 100 olives. He eats 43 of them. How many olives does he have left?

   57 olives

2. Dawn has 1,000 pennies in her penny jar. She gives some to her sister. Now she has 432 left. How many pennies does Dawn give to her sister?

   568 pennies

3. Tory sells hockey sticks to teams in her city. She has 500 and sells 353. How many hockey sticks does she have left to sell?

   147 hockey sticks

4. Randy collects magnets. Over two years he collects 400 magnets. He collects 125 magnets the first year. How many does he collect the second year?

   275 magnets
Add.
1. \(5 + 6 = 11\)  \(7 + 9 = 16\)  \(100 + 35 = 135\)
   \(50 + 60 = 110\)  \(70 + 90 = 160\)  \(10 + 35 = 45\)
   \(1 + 35 = 36\)

Draw hands on each clock to show the time.

2. 3. 4. 5.  

\[
\begin{array}{c}
\text{4:10} \\
\text{1:30} \\
\text{7:15} \\
\text{10:45}
\end{array}
\]

Solve the word problem.

6. The school has 537 children. 359 of the children had lunch. How many children still need to have lunch?

\[
\boxed{178}\text{ children}
\]

7. Stretch Your Thinking How is subtracting from a 3-digit number different from subtracting from a 2-digit number?

Possible answer: When you subtract from a 3-digit number you can ungroup hundreds and tens. When you subtract from a 2-digit number you can only ungroup tens.
Decide if you need to ungroup. If you need to ungroup, draw a magnifying glass around the top number. Then find the answer. *Children’s ungroupings may vary.*

1. \[ \begin{array}{c}
12 \\
6 \underline{0} 10 \\
730
\end{array} - \begin{array}{c}
499
\end{array} = \begin{array}{c}
231
\end{array} \]

Ungroup to get 10 ones?  Yes
Ungroup to get 10 tens?  Yes

2. \[ \begin{array}{c}
410 \\
950
\end{array} - \begin{array}{c}
639
\end{array} = \begin{array}{c}
311
\end{array} \]

Ungroup to get 10 ones?  Yes
Ungroup to get 10 tens?  No

3. \[ \begin{array}{c}
9 \\
2 \underline{0} 10 \\
300
\end{array} - \begin{array}{c}
167
\end{array} = \begin{array}{c}
133
\end{array} \]

Ungroup to get 10 ones?  Yes
Ungroup to get 10 tens?  Yes

4. \[ \begin{array}{c}
9 \\
3 \underline{0} 14 \\
404
\end{array} - \begin{array}{c}
188
\end{array} = \begin{array}{c}
216
\end{array} \]

Ungroup to get 10 ones?  Yes
Ungroup to get 10 tens?  Yes

5. \[ \begin{array}{c}
11 \\
3 \underline{0} 10 \\
420
\end{array} - \begin{array}{c}
183
\end{array} = \begin{array}{c}
237
\end{array} \]

Ungroup to get 10 ones?  Yes
Ungroup to get 10 tens?  Yes

6. \[ 502 - 149 = 353 \]

Ungroup to get 10 ones?  Yes
Ungroup to get 10 tens?  Yes
Use the picture graph to answer the questions.

Crayons

<table>
<thead>
<tr>
<th></th>
<th>Crayons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paige</td>
<td><img src="Paige" alt="Crayons" /></td>
</tr>
<tr>
<td>Tawana</td>
<td><img src="Tawana" alt="Crayons" /></td>
</tr>
<tr>
<td>Colin</td>
<td><img src="Colin" alt="Crayons" /></td>
</tr>
</tbody>
</table>

1. Who has the most crayons? _______ Paige _______
2. Who has the fewest crayons? _______ Tawana _______
3. How many crayons do they all have together? _______ 16 crayons _______

Solve the word problem. Use your favorite method. Make a proof drawing.

4. There are 500 craft sticks in the box.
   The art class uses 386 of the craft sticks.
   How many craft sticks are left? _______ 114 craft sticks _______

5. **Stretch Your Thinking** When you are subtracting from a 3-digit number, how do you know if you will need to ungroup?
   If there are more tens or ones in the number you are subtracting than there are in the number you are subtracting from, then you will need to ungroup.
Decide if you need to ungroup. If you need to ungroup, draw a magnifying glass around the top number. Then find the answer. Children’s ungroupings may vary.

1. \[531 - 434 = \]
   - Ungroup to get 10 ones? Yes
   - Ungroup to get 10 tens? Yes

2. \[579 - 296 = \]
   - Ungroup to get 10 ones? No
   - Ungroup to get 10 tens? Yes

3. \[391 - 265 = \]
   - Ungroup to get 10 ones? Yes
   - Ungroup to get 10 tens? No

4. \[238 - 177 = 61 \]

5. Latoya’s class picks 572 apples on a field trip. They bring 386 apples home with them. How many apples do they leave?

   \[186\] apples

6. Elena had 735 stickers. She gives 427 stickers to her brother. How many stickers does she have left?

   \[308\] stickers
Remembering

Subtract.

1. \[61 - 25 = \boxed{36}\]
2. \[85 - 34 = \boxed{51}\]
3. \[93 - 24 = \boxed{69}\]
4. \[52 - 23 = \boxed{29}\]
5. \[91 - 54 = \boxed{37}\]

Read the picture graph. Write the number. Ring more or fewer.

Number of Marbles

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maya</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Sean has \[\boxed{5}\] more/\[\boxed{5}\] fewer marbles than Ling.

7. Maya needs \[\boxed{3}\] more/\[\boxed{3}\] fewer marbles to have as many marbles as Sean.

Decide if you need to ungroup. If you need to ungroup, draw a magnifying glass around the top number. Then find the answer. Children’s ungrouping may vary.

8. \[863 - 245 = \boxed{618}\]

Ungroup to get 10 ones? \[\boxed{Yes}\]

Ungroup to get 10 tens? \[\boxed{No}\]

9. Stretch Your Thinking Write and solve a subtraction exercise in which you need to ungroup two times. Answers will vary.
Decide if you need to ungroup. If you need to ungroup, draw a magnifying glass around the top number. Then find the answer. Children’s ungroupings may vary.

1. \[630 - 318 = \boxed{312}\]
   - Ungroup to get 10 ones? Yes
   - Ungroup to get 10 tens? No

2. \[931 - 845 = \boxed{86}\]
   - Ungroup to get 10 ones? Yes
   - Ungroup to get 10 tens? Yes

3. \[407 - 274 = \boxed{133}\]
   - Ungroup to get 10 ones? No
   - Ungroup to get 10 tens? Yes

4. \[498 - 276 = \boxed{222}\]
   - Ungroup to get 10 ones? No
   - Ungroup to get 10 tens? No

5. Jamal has 590 craft sticks. He uses 413 craft sticks to make a building. How many craft sticks does he have left?
   - \[590 - 413 = \boxed{177}\] craft sticks

6. On Saturday, 290 people go to the roller skating rink. 184 of them are adults. How many are children?
   - \[290 - 184 = \boxed{106}\] children
Remembering

Under each picture, write the total amount of money so far. Then write the total using $.

1.  

<table>
<thead>
<tr>
<th>100¢</th>
<th>25¢</th>
<th>1¢</th>
<th>1¢</th>
</tr>
</thead>
</table>

$1.27 total

Make a drawing. Write an equation. Solve.

2. Jiao has some beads. Then she buys 35 more beads. Now she has 73 beads. How many beads did Jiao start with?

38 beads

label

Decide if you need to ungroup. If you need to ungroup, draw a magnifying glass around the top number. Then find the answer. Children’s ungrouping may vary.

3. 

\[
\begin{array}{c}
537 \\
- 168 \\
\hline
369
\end{array}
\]

Ungroup to get 10 ones? Yes

Ungroup to get 10 tens? Yes

4. Stretch Your Thinking  What 3-digit number would need no ungrouping to subtract from? Explain.

999; there are no digits greater than 9 to make you need to ungroup.
Decide if you need to add or subtract. Use the opposite operation to check your answer.

1. \[184 + 433 = 617\]
   \[\text{Check: } 617 - 433 = 184\]

2. \[552 - 433 = 119\]
   \[\text{Check: } 153 + 399 = 552\]

3. \[328 - 119 = 209\]
   \[\text{Check: } 209 + 119 = 328\]

4. \[288 + 294 = 582\]
   \[\text{Check: } 582 - 294 = 288\]

5. \[967 - 548 = 419\]

6. \[474 - 355 = 119\]
Use the bar graph to complete the sentences.

Sports Children Play

Baseball
Soccer
Football
Basketball

0 1 2 3 4 5 6 7 8 9 10

1. Four fewer children play _______ football _______ than soccer.

2. Eleven children play _______ baseball _______ or _______ basketball _______.

Decide if you need to ungroup. If you need to ungroup, draw a magnifying glass around the top number. Then find the answer. Children’s ungrouping may vary.

3. \[ \begin{align*}
\text{Ungroup to get 10 ones?} & \quad \text{Yes} \\
427 & - 159 \\
268 &
\end{align*} \]

4. Stretch Your Thinking Explain why you can check subtraction by adding.

Possible answer: When you subtract, you take away one addend (partner) from the total to get the other addend (partner). So, when you add the addends (partners) together, you should get the total.
Solve each word problem.

1. Mario buys 98 plastic cups. He gives 29 to the art teacher. How many cups does he have left?

2. Joel collects baseball cards. He has 568 cards. Then he buys 329 more at a yard sale. How many cards does he have now?

3. A bird collects 392 sticks to build a nest. Then the bird collects 165 more. How many sticks does the bird collect?

4. There are 765 books in the school library. 259 are paperback, and the rest are hardcover. How many hardcover books are there in the school library?
Make a drawing. Write an equation. Solve the problem. 

1. There are some children in the class. 
   8 are girls and 9 are boys. How many children are in the class?

   $17$ children

Estimate and then measure each side. 
Then find the distance around the triangle.

2. 

   $\begin{array}{c}
   A \\
   2 \text{ cm} \\
   C \quad 2 \text{ cm} \\
   \end{array}$

   \( \quad 2 \text{ cm} \triangle \quad 2 \text{ cm} \)

   \( \quad B \)

   a. Complete the table.

<table>
<thead>
<tr>
<th>Side</th>
<th>Estimate</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>$AB$</td>
<td>Estimates</td>
<td>$2 \text{ cm}$</td>
</tr>
<tr>
<td>$BC$</td>
<td>may</td>
<td>$2 \text{ cm}$</td>
</tr>
<tr>
<td>$CA$</td>
<td>vary.</td>
<td>$2 \text{ cm}$</td>
</tr>
</tbody>
</table>

   b. Find the distance around the triangle.

   $2 \text{ cm} + 2 \text{ cm} + 2 \text{ cm} = 6 \text{ cm}$

Decide if you need to add or subtract. Use the opposite operation to check your answer.

3. $683 - 145 = 538$

4. $257 + 369 = 626$

5. Stretch Your Thinking  Write and solve a subtraction word problem with an answer greater than 500 pennies.
   Possible answer: Lee has 831 pennies in her jar. She spends 269 of those pennies. How many pennies are left? 562 pennies
The table shows the number of children who take part in different after school activities.

Use the table to solve the word problems.  

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Club</td>
<td>378</td>
</tr>
<tr>
<td>Music Lessons</td>
<td>205</td>
</tr>
<tr>
<td>Sports</td>
<td>204</td>
</tr>
<tr>
<td>Dance Class</td>
<td>105</td>
</tr>
<tr>
<td>Science Club</td>
<td>217</td>
</tr>
</tbody>
</table>

1. One hundred seventeen girls take music lessons after school. How many boys take music lessons?

   88 boys

   label

2. How many fewer children signed up for music and dance than signed up for the art club?

   68 fewer children

   label

3. Write a word problem using data from the table. Solve the problem.

   Children’s word problems will vary.
Estimate and then measure each side. Then find the distance around the rectangle.

1. a. Complete the table.

<table>
<thead>
<tr>
<th>Side</th>
<th>Estimate</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>Estimates</td>
<td>4 cm</td>
</tr>
<tr>
<td>BC</td>
<td>may</td>
<td>2 cm</td>
</tr>
<tr>
<td>CD</td>
<td>vary.</td>
<td>4 cm</td>
</tr>
<tr>
<td>DA</td>
<td></td>
<td>2 cm</td>
</tr>
</tbody>
</table>

b. Find the distance around the rectangle.

\[\begin{align*}
4\text{ cm} + 2\text{ cm} + 4\text{ cm} + 2\text{ cm} &= 12\text{ cm}
\end{align*}\]

Solve the word problem.

2. The store has 374 CDs. A box with 258 CDs arrives at the store. How many CDs does the store have now?

\[632\text{ CDs}\]

3. Stretch Your Thinking Fill in the digits to complete the addition exercise.

\[\begin{align*}
184 + 267 &= 451
\end{align*}\]