Warm Winter Gear

When it is summer, many people can be found wearing shorts,	11
a t-shirt, and flip flops. Once the weather turns wintry	21
however, it is time to break out the winter gear. Winter gear	33
is designed with one goal in mind: to keep you warm! This gear	46
keeps you comfortable, but it also protects you. If your body	57
becomes too cold, you will not only be uncomfortable, but it	68
could also be dangerous. Winter gear includes a coat, which will	78
help to keep your body's core temperature from dropping too	88
low. When your temperature drops too low it is called	99
hypothermia. A hat is also an important piece of winter gear,	110
as your body loses heat through your head very quickly. Gloves	120
are also an imperative winter gear item. If your fingers	130
become exposed to temperatures that are very cold for a	139
long time, they can become frostbitten. Frostbite can cause	149
permanent damage, so it is important to protect your	159
extremities during the winter. Just like fingers, toes can easily	169
suffer from frostbite as well. A pair of warm waterproof	179
boots will keep your toes safe and warm.	187

	1st	2nd	3rd
WRR			
Errors			

My Digital Homework Log

Name:_____

Day	Time Spent (15 Min)	Subject	Description (Program: Freckle/Lexia, ST Math /XtraMath/Prodigy/Socrates)
Monday		Reading	
		Math	
Tuesday		Reading	
		Math	
Wednesday		Reading	
		Math	
Thursday		Reading	
		Math	
Friday		Reading	
		Math	

All sites easily accessed from https://msbinclass.com/sites-used-in-class/

WEEKLY READING

Monday: Read both texts. Write a one or two-sentence summary for each text.

Tuesday: Reread the texts. Describe the points of view of the authors. How do they feel about the topic or event that is being described?

Wednesday: Reread the texts. Compare and contrast the points of view of each text. How are they similar? How are they different?

Thursday: Answer the questions about the

ROLLER COASTERS

Name: _____ Date: _____

Text 1:

Yesterday was the best day ever. My family and I went to an amusement park. I was finally old enough and tall enough to ride the biggest roller coaster at the park. After waiting in line for what seemed like hours, it was finally our turn to ride. My sister and I boarded the first cart together. I must admit that I did have some butterflies in my stomach, partly from excitement and partly from fear. Suddenly, the ride started, and we were off! We whizzed and zoomed. I could see tiny people and even tinier cars in the distance. It was so exciting! The only part I did not like was that the ride was not nearly long enough. In fact, my sister and I rode it four more times that night. It was such fun!

Text 2:

If you ever go to Wallace Amusement Park, stay away from the roller coasters. Yesterday, I visited the park with my older brother and his friends. We had a blast on the spinning carts and the water rides. When it was time to get on the roller coaster, I was very nervous. Instead of chickening out, I put on a brave face and got on with one of my brother's friends. About 10 seconds into the ride, I started to throw up. Yes, throw up! I was also terrified. I covered my eyes for the rest of the ride and tried not to throw up more. After that, I had to sit out of most of the rides until I started feeling better. Next time, I will definitely not be riding the roller coasters!

WEEKLY READING

Name: _____ Date: _____

Record your written responses under the correct day.

Monday:

_____

_____

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Tuesday:

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Wednesday:

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ROLLER COASTERS

Name: _____ Date: _____

1. Describe the person's experience on the roller coaster in Text 2.

_____

_____

_____

2. Choose a line from Text 1 that shows how the writer is feeling about the roller coaster ride.

_____

_____

_____

3. Describe the narrators of both texts. Who are they? What do we know about them?

_____

_____

_____

4. If you were riding a roller coaster, which text would match your feelings?

_____

_____

_____

Name _____

Another Look!

You can use properties of operations to change numbers to make subtraction easier.

Megan has 372 buttons. She used 14 buttons to make a collage and 49 buttons to make an ornament. How many buttons does Megan have now?

First find $372 - 14$.

You can add 6 to both 372 and 14.

$$372 + 6 \rightarrow 378$$
$$- 14 + 6 \rightarrow 20$$
$$\overline{358}$$

Adding the same amount to each number does not change the difference.

Then find $358 - 49$.

You can add 1 to both 358 and 49.

$$358 + 1 \rightarrow 359$$
$$- 49 + 1 \rightarrow 50$$
$$\overline{309}$$

So, $358 - 49 = 309$.

Megan has 309 buttons.

In **1–20**, find each difference using mental math.

1. $232 - 117$
$$232 + 3 \rightarrow 235$$
$$- 117 + 3 \rightarrow \rule{1cm}{0.4pt}$$

2. $940 - 109$
$$940 + 1 \rightarrow \rule{1cm}{0.4pt}$$
$$- 109 + 1 \rightarrow 110$$

3. $281 - 112$
$$281 + 8 \rightarrow 289$$
$$- 112 + 8 \rightarrow \rule{1cm}{0.4pt}$$

4. $309 - 195$
$$309 + 5 \rightarrow \rule{1cm}{0.4pt}$$
$$- 195 + 5 \rightarrow 200$$

5. $656 - 127$
$659 - 130 = $ _____

6. $781 - 536$
$785 - 540 = $ _____

7. $228 - 119$
$229 - 120 = $ _____

8. $647 - 355$
$652 - 360 = $ _____

9. $153 - 37$

10. $777 - 135$

11. $841 - 281$

12. $976 - 918$

13. $959 - 415$

14. $604 - 406$

15. $543 - 132$

16. $975 - 242$

17. $490 - 255$

18. $460 - 212$

19. $800 - 325$

20. $769 - 428$

21. © MP.8 Generalize Cassie has 20 bracelets. How many can she give to her sister if she wants to keep 11 or more bracelets? What repeats in the possibilities?

22. © MP.1 Make Sense and Persevere Gillian started to find 888 − 291. This is what she did.

$$888 - 291 = ?$$
$$888 - 300 = 588$$

What should Gillian do next?

23. Math and Science Julie recorded the heights of three different trees in this table. Use mental math to find how much taller the Redwood tree is than the Sequoia tree.

Tree Heights	
Tree	**Height (ft)**
Sequoia	173
Tanbark	75
Redwood	237

DATA

24. Cary wants to upload 316 pictures from his digital camera and 226 pictures from his computer. So far, he has uploaded 191 of all the pictures. How many more pictures does Cary have left to upload?

25. Martin has 1 quarter, 5 dimes, 2 nickels, and 4 pennies. Tim has 2 quarters, 2 dimes, and 3 nickels. How much money does each boy have? Who has more money?

26. Higher Order Thinking Use mental math to find how many more total raffle tickets Ms. Hudson's and Mr. Nealy's classes sold than Mrs. Robertson's class. Explain.

Some problems have more than one step to solve.

Raffle Tickets Sold	
Class	**Number of Tickets**
Ms. Hudson	352
Mr. Nealy	236
Mrs. Robertson	429

DATA

© Common Core Assessment

27. A box of tiles contains 625 tiles. Mai needs 363 tiles for her art project, and her friend Beth needs 272 tiles for her project. If they buy one box of tiles, do they have enough for both projects? Explain.

Another Look!

Ian ran 251 meters. Ian and Julie ran for 672 meters in all. How many meters did Julie run?

You can use an addition equation or a subtraction equation to solve.

You can use addition to check subtraction and subtraction to check addition.

$251 + ? = 672$

$672 - 251 = ?$

$672 - 251 = 421$

Check your work.
Since you subtracted, use addition to check.

$$\begin{array}{r} 672 \\ -\ 251 \\ \hline 421 \end{array} \qquad \begin{array}{r} 421 \\ +\ 251 \\ \hline 672 \end{array}$$

421 → Use the difference as one addend.
+ 251 → Use the number you subtracted as the other addend.
672 → The sum should match the number you subtracted from.

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1. Teri earns $227 this week. Now she has $569. How much money did Teri have to start?

2. Arif drives 184 miles on Monday. He drives a total of 391 miles on Monday and Tuesday. How many miles did he drive on Tuesday?

In **3–6**, add or subtract. Then use the inverse operation to check your answer.

3.
$$\begin{array}{r} 445 \\ -\ 121 \\ \hline \square\square\square \end{array} \qquad \begin{array}{r} \square\square\square \\ +\ 121 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 216 \\ +\ 663 \\ \hline \square\square\square \end{array} \qquad \begin{array}{r} \square\square\square \\ -\ 663 \\ \hline \square\square\square \end{array}$$

5.
$$\begin{array}{r} 977 \\ -\ 452 \\ \hline \square\square\square \end{array}$$

6.
$$\begin{array}{r} 263 \\ +\ 522 \\ \hline \square\square\square \end{array}$$

In **7** and **8**, use the table at the right. Show how you can use addition and subtraction to solve.

7. On Monday, 134 customers ordered orange juice. How many customers did not order orange juice?

Daily Diner Customers	
Day	**Customers**
Monday	275
Tuesday	210
Wednesday	395
Thursday	240

8. ◎ **MP.2 Reasoning** How many more customers were there on the day with the most customers than on the day with the fewest customers?
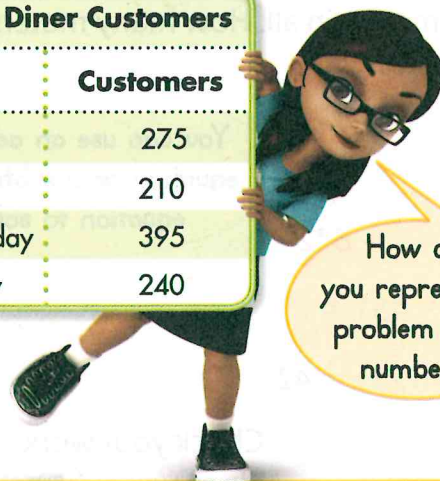
How can you represent a problem using numbers?

9. Draw lines into the circle and rectangle to divide each of them into four equal parts.

10. **Higher Order Thinking** Becky added 273 + 416 and got 688. Then she checked her answer by adding 688 + 416. What error did Becky make? Was the sum she found for the original problem correct? Explain.

◎ **Common Core Assessment**

11. By 1 o'clock, 452 total runners had finished a marathon race. By 2 o'clock 584 total runners had finished. Which could you use to find how many runners finished the race between 1 o'clock and 2 o'clock?

Ⓐ $? - 452 = 584$ or $584 + 452 = ?$

Ⓑ $? + 452 = 584$ or $? - 584 = 452$

Ⓒ $452 + ? = 584$ or $452 - 584 = ?$

Ⓓ $452 + ? = 584$ or $584 - 452 = ?$

12. Mary's work is shown below. How can she use inverse operations to check her work?

$$\begin{array}{r} 332 \\ + 131 \\ \hline 463 \end{array}$$

Ⓐ Subtract 131 from 463.

Ⓑ Subtract 131 from 332.

Ⓒ Add 332 to 463.

Ⓓ Add 131 to 463.

Name _____

Set A pages 405–410 _____

You can use properties of addition to help solve addition problems.

The Commutative Property of Addition

$12 + \boxed{} = 15 + 12$

$12 + 15 = 15 + 12$

You can order addends in any way, and the sum will be the same.

The Associative Property of Addition

$3 + (7 + 8) = (3 + \boxed{}) + 8$

$3 + (7 + 8) = (3 + 7) + 8$

You can group addends in any way, and the sum will be the same.

The Identity Property of Addition

$30 + \boxed{} = 30$

$30 + 0 = 30$

The sum of any number and zero is that same number.

Remember that both sides of the equal sign must have the same value.

In **1–6**, write each missing number.

1. $18 + \underline{} = 18$

2. $14 + (16 + 15) = (\underline{} + 16) + 15$

3. $\underline{} + 13 = 13 + 17$

4. $28 + (\underline{} + 22) = 28 + (22 + 25)$

5. $62 + 21 + 0 = 62 + \underline{}$

6. $\underline{} + (26 + 78) = (31 + 26) + 78$

7. Use the numbers 78 and 34 to write an equation that shows the Commutative Property of Addition.

Set B pages 411–416 _____

You can find patterns using an addition table.

+	4	5	6	7
3	7	8	9	10
4	8	9	10	11
5	9	10	11	12
6	10	11	12	13
7	11	12	13	14
8	12	13	14	15

3 more than an even number is always an odd number.
3 is an odd number.
An even number plus an odd number is an odd number.
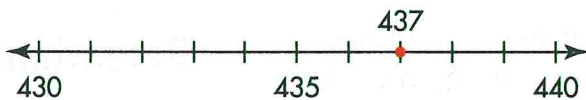
Use examples to make generalizations!

Remember that properties can help you understand patterns.

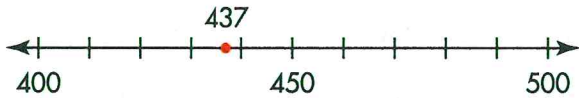| +	0	1	2	3	4	5	6	7
0	0	1	2	3	4	5	6	7
1	1	2	3	4	5	6	7	8
2	2	3	4	5	6	7	8	9
3	3	4	5	6	7	8	9	10
4	4	5	6	7	8	9	10	11
5	5	6	7	8	9	10	11	12

1. Find the doubles-plus-2 facts. What pattern do you notice about the sums?

2. Explain why your pattern works.

You can use a number line to round.

437
430   435   440

Nearest ten: 437 rounds to 440.

437
400   450   500

Nearest hundred: 437 rounds to 400.

Think about place value when you round.

Remember that if a number is halfway between, round to the greater number.

1. Round 374 to the nearest ten and the nearest hundred.

2. Round 848 to the nearest ten and the nearest hundred.

3. Mark's family traveled 565 miles. Rounded to the nearest ten, about how many miles did they travel?

4. Sara collected 345 shells. Rounded to the nearest hundred, about how many shells did she collect?

Use mental math to find 374 + 238.

Break apart 374 and 238.
300 + 70 + 4 and 200 + 30 + 8

Add hundreds, tens, and ones.
(300 + 200) + (70 + 30) + (4 + 8)

500 + 100 + 12 = 612

So, 374 + 238 = 612.

Remember that you can break apart both addends when finding sums mentally.

1. 302 + 56   2. 463 + 418

3. 222 + 725   4. 689 + 115

Use mental math to find 400 − 168.

Count on.

168 + 2 = 170
170 + 30 = 200
200 + 200 = 400
2 + 30 + 200 = 232

So, 400 − 168 = 232.

Remember that you can count on when subtracting mentally.

1. 523 − 163   2. 847 − 372

3. 768 − 259   4. 282 − 125