

Learning From Home

Term 4
Week 2

Stage 3
Mon - Tues

Spelling Week 2

List	Monday	Tuesday	Wednesday	Thursday	Friday
took					
good					
bush					
push					
could					
should					
wolf					
woman					
cushion					
mistook					
butcher					
wouldn't					
tenterhooks					
undertook					
bulletproof					
bulldozer					
geographical					
mainland					
settlements					
vegetation					
homonym					
anonymous					
synonym					
antonym					

Name: _____

Date: _____

Spelling Word Think Board



Word:

Definition:

Picture:

Synonym:

Sentence:



Name: _____

Date: _____

Parts of Speech Sort

Sort the spelling words into nouns, verbs, adjectives and other.

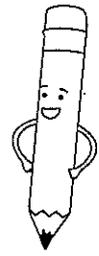


Name: _____

Date: _____

Alphabetical Order

Use the alphabet to help you put the weekly spelling words in alphabetical order.



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Monday

The Cat and the Whale

A long time ago, some ferocious pirates went sailing in their ship.

One of the pirates decided to bring his pet cat along for the adventure. Suddenly, when they were out in the middle of the ocean, a terrible storm overturned the ship. All of the pirates fell into the ocean. The pirate's cat was scared and feared that he would drown. Luckily, a whale swam past and rescued the cat.

Eventually, the cat and the whale came to a tropical island. The cat walked down off the whale's back and jumped onto the golden sand. The whale asked the cat, "Do you know this island?"

The confident cat replied, "Yes! The king of this island is my best friend and I am a prince!"

The whale knew that the island was empty. He said to the cat, "You're a prince? I didn't know! Well, now you can be a king!"

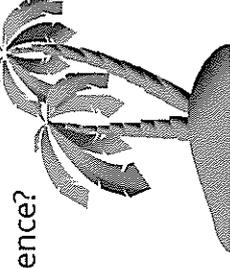
The cat was confused and answered, "But how can I be a king?"

The whale started to swim away and replied, "Easy! There's no other creature on this island. You will automatically be king!"

Moral: *Those who lie and boast may end up in trouble.*

The Cat and the Whale

1. What is the author's purpose in this text?
 - a) entertain
 - b) persuade
 - c) inform
 - d) other
2. Explain in your own words the moral of this story.
3. *The whale knew that the island was empty and that nobody lived there.*



Why did the author include this sentence?

4. How do you think the author feels about the cat?

CRAZY CREATIVE CHALLENGE

With a partner or in a small group, write and present a play or skit about the text.

- ① How many characters are there?
- ① What do the characters say?
- ① How do they act, move and speak?

Name _____

Date _____

The Cat and the Whale

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- a) entertain
- b) persuade
- c) inform
- d) other

2. Explain in your own words the moral of this story.

3. *The whale knew that the island was empty and that nobody lived there.*

Why did the author include this sentence?

4. How do you think the author feels about the cat?

Apostrophes

Introductory Activity

Independent Focused

Activity

Review

Activity

Consolidation

Activity

Assessment

nt

Showing Possession



Apostrophes can be used to show that something belongs to someone or something. This is called **possession**.

When we are talking about one thing we call this **singular**.

For example, a man or a bike.



When we need to say that something belongs to something singular, we put an **apostrophe** and then an **'s** at the end of the name that it belongs to.

Aim

- I can use possessive apostrophes with plural nouns.

Success Criteria

- I can describe what an apostrophe is.
- I can explain what a plural is.
- I can identify a possessive apostrophe for a plural in a sentence.
- I can use a possessive apostrophe with plurals in my own sentences.

Showing Possession

Look at the examples below:

Common Noun:
The man's bike.

Common Noun:
The bike's handlebars were bent in the crash.

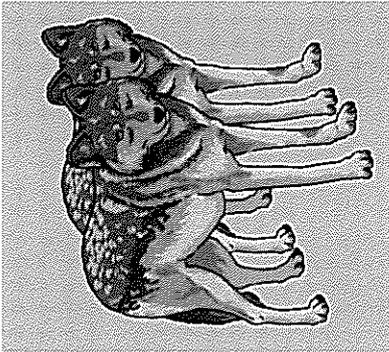
Proper Noun:
India's national flag has three horizontal stripes.



Showing Possession



When we are talking about more than one thing we call this plural.



For example, a pack of **wolves** or a group of **countries**.

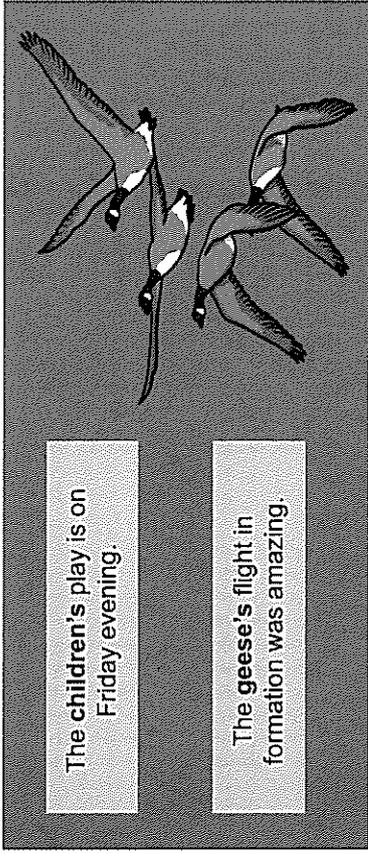
If the noun is plural and ends in **-s**, add only an apostrophe.

For example, the **wolves'** prey was a deer.

Showing Possession



If the noun is plural and does not end in **-s**, add **-'s**.



The **children's** play is on Friday evening.

The **geese's** flight in formation was amazing.

Showing Possession



However, plural nouns can be spelled using a variety of different letter endings.

If the noun ends with an **'s**, we still show an apostrophe of possession but without adding another **'s** after it.



The **ponies'** diet is mostly grass.



The **boys'** fancy dress costumes were so good!

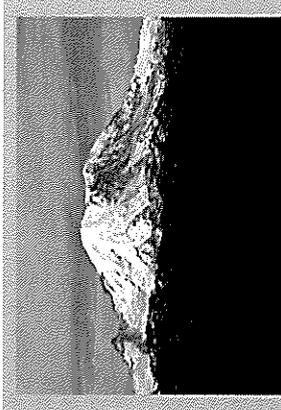
Showing Possession



More examples are shown below:



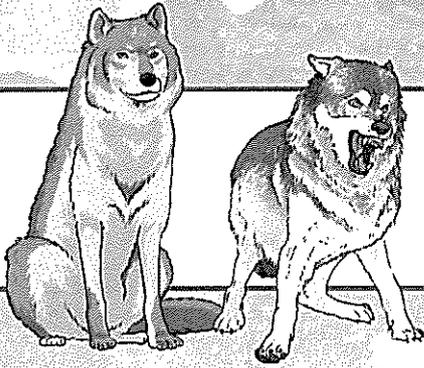
The **loaves'** icing is shiny.



Two of the **volcanoes'** summits are ahead.

Apostrophes

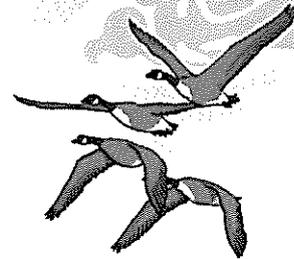
Apostrophes can be used to show that something belongs to someone or something. This is called possession.



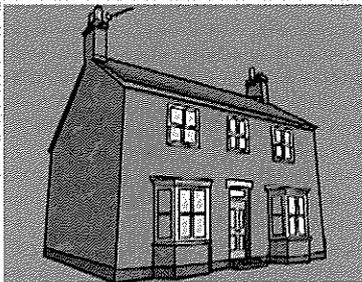
More than one thing is also known as a plural. For example, a pack of wolves or a group of countries.

If the noun is plural and ends in -s, add only an apostrophe.
For example, the wolves' lunch was a deer.

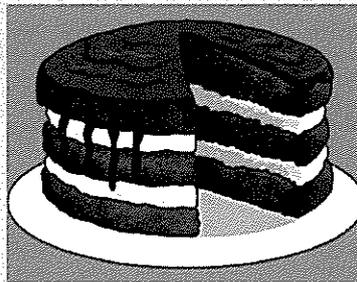
If the noun is plural and does not end in -s, add 's. For example, the geese's flight formation was amazing.



Examples of Apostrophes with Possessive Plurals



The houses' chimneys are made from brick.



The cakes' icing is so shiny.



The boys' fancy dress costumes were so good!



The Dragons' Possessions

I can use possessive apostrophes with plurals.



In the lair lived three dragons: Itsy, Bitsy and Mipsy. They lived together in a cave at the foot of a prehistoric mountain, hiding from danger and protecting their secret.

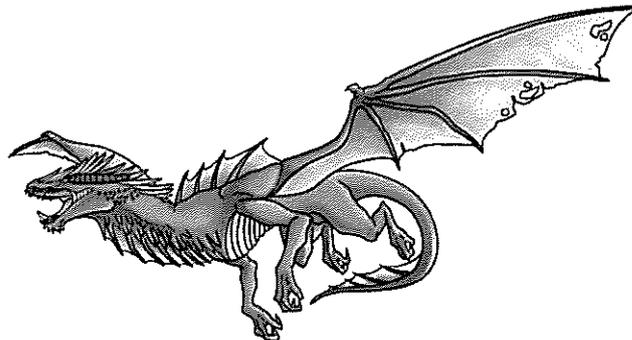
1. Fill in the plural apostrophes in the sentences below.

- a) The dragons cave was terrifying.
- b) The dragons secret was that they were hiding some mysterious jewels.
- c) The thousands of cave bats noses twitched, sniffing out intruders.
- d) Humans footsteps were heard approaching.
- e) The dragons knees trembled.
- f) The intruders shadows were getting closer.

2. Write two more sentences about the three dragons, showing apostrophes for plural possession.

a) _____

b) _____



Times Table Test - 6× Table

Check

1.	$6 \times 6 =$		
2.	$6 \times 7 =$		
3.	$0 \times 6 =$		
4.	$11 \times 6 =$		
5.	$6 \times 12 =$		
6.	$1 \times 6 =$		
7.	$6 \times 4 =$		
8.	$6 \times 10 =$		
9.	$8 \times 6 =$		
10.	$3 \times 6 =$		
11.	$6 \times 5 =$		
12.	$6 \times 9 =$		
My score:			

Check

13.	$36 \div 6 =$		
14.	$18 \div 6 =$		
15.	$66 \div 6 =$		
16.	$12 \div 6 =$		
17.	$24 \div 6 =$		
18.	$48 \div 6 =$		
19.	$6 \div 6 =$		
20.	$72 \div 6 =$		
21.	$42 \div 6 =$		
22.	$30 \div 6 =$		
23.	$60 \div 6 =$		
24.	$54 \div 6 =$		
My score last time:			

How I can improve:

Formal Subtraction

$$\begin{array}{r} 823 \\ - 417 \\ \hline 414 \end{array}$$
$$\begin{array}{r} 6\overset{1}{7}45 \\ - 437 \\ \hline 264 \end{array}$$

3 - 7 would be -4 not 4. A ten is "exchanged" from the 20, making it 10, and then 13 - 7 = 6, and 10 - 10 = 0, so the answer is 406.

correct

10 has been exchanged, but it can't be exchanged from 0 to leave 9. A hundred is taken from 600, leaving 90 and making 11 - 7. The answer is 164.

Hide
Answers

Maths Mastery

Addition and Subtraction Formal Methods



Using Formal Methods

Calculate the missing number using formal methods.

$$4056 + \underline{4943} = 8999$$

$$2175 = \underline{6056} - 3881$$

$$7217 - \underline{4941} = 2276$$

$$6802 = \underline{11} - 4597$$
$$399$$

Check and compare your answers with a partner.

Hide
Answers

Formal Addition

$$\begin{array}{r} 682 \\ + 283 \\ \hline 8165 \end{array}$$

80 + 80 = 160, but the hundred must be carried to add to the 600 + 200. The answer is 965.

$$\begin{array}{r} 729 \\ + 364 \\ \hline 1083 \\ \hline 1 \end{array}$$

The carried 10 must be added to the 8. The answer is 1093.

$$\begin{array}{r} 486 \\ + \\ \hline 347 \\ \hline 833 \\ \text{correct} \end{array}$$

Hide
Answers

Hide

Hide

Hide

Missing Numbers

Calculate the missing number using formal methods.

$$\begin{array}{r} \underline{457} \\ + \underline{286} \\ \hline \underline{743} \end{array}$$

$$\begin{array}{r} \underline{671} \\ - \underline{374} \\ \hline \underline{297} \end{array}$$

$$\begin{array}{r} \underline{743} \\ - \underline{285} \\ \hline \underline{458} \end{array}$$

Write some of your own calculations with missing numbers for a partner.

Hide
Answers

4-Digit Subtraction Activity Sheet

a)	$\begin{array}{r} 4\ 7\ 6\ 4 \\ - 2\ 6\ 3\ 0 \\ \hline \end{array}$	b)	$\begin{array}{r} 5\ 8\ 2\ 3 \\ - 1\ 6\ 1\ 1 \\ \hline \end{array}$
c)	$\begin{array}{r} 9\ 3\ 7\ 6 \\ - 2\ 2\ 5\ 4 \\ \hline \end{array}$	d)	$\begin{array}{r} 8\ 7\ 5\ 9 \\ - 3\ 7\ 2\ 6 \\ \hline \end{array}$
e)	$\begin{array}{r} 7\ 5\ 3\ 9 \\ - 5\ 4\ 1\ 8 \\ \hline \end{array}$	f)	$\begin{array}{r} 8\ 6\ 2\ 5 \\ - 3\ 5\ 1\ 5 \\ \hline \end{array}$
g)	$\begin{array}{r} 6\ 9\ 7\ 9 \\ - 4\ 6\ 2\ 1 \\ \hline \end{array}$	h)	$\begin{array}{r} 6\ 9\ 7\ 9 \\ - 6\ 8\ 5\ 7 \\ \hline \end{array}$

a)	$9572 - 4461 =$	_____
b)	$7491 - 6350 =$	_____
c)	$9576 - 8451 =$	_____
d)	$8849 - 6313 =$	_____
e)	$8462 - 8251 =$	_____
f)	$9375 - 1272 =$	_____
g)	$9869 - 2537 =$	_____
h)	$6893 - 2681 =$	_____
i)	$9559 - 8415 =$	_____

4-Digit Subtraction Activity Sheet

a) $6 \overset{8}{\cancel{8}} 3 9$

- 3 7 4 9

b) $5 8 9 2$

- 2 9 7 3

c) $7 8 \overset{4}{\cancel{4}} 2$

- 3 9 3 3

e) $6 8 \overset{\square}{\square} 4$

- 2 $\overset{\square}{\square}$ 1 $\overset{\square}{\square}$

	3	2	1

f) $8 4 \overset{\square}{\square}$

- $\overset{\square}{\square}$ 2 5 1

	3		4	1

g) $7 \overset{\square}{\square} \overset{8}{\cancel{8}} \overset{1}{\cancel{1}}$

- $\overset{\square}{\square}$ 3 7 $\overset{\square}{\square}$

2	1			9

h) $7 \overset{8}{\cancel{8}} 1 6 7 1 3 8$

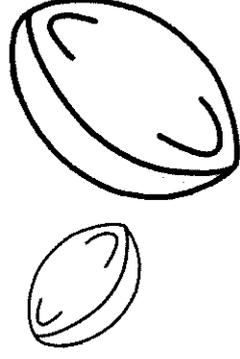
- $\overset{\square}{\square}$ $\overset{\square}{\square}$ $\overset{\square}{\square}$ $\overset{\square}{\square}$ $\overset{\square}{\square}$ $\overset{\square}{\square}$ $\overset{\square}{\square}$

	2	9	7	1

a) A shop assistant buys 8572 chocolate bars for the week. At the end of the week, 1683 chocolate bars are left. How many chocolate bars were sold?

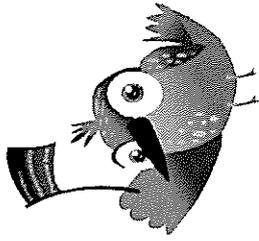


b) At a rugby match, 5726 people support the blue team and 2967 people support the yellow team. What is the difference in the number of supporters?

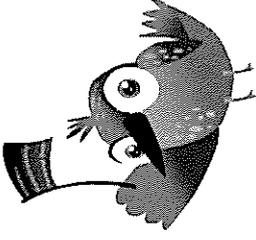


PBL LESSON

Return to School



We haven't at school for a really long time.
Everyone has done an amazing job learning from home.
It will be great when we can all be together



Some things might be a little bit different when we come back to school but our rules and our values haven't changed.

We will need to listen to our teachers carefully as there will be some new rules and some things may be done differently.

RETURN TO SCHOOL

Respect

<https://youtu.be/uWXPCP8f00M>

Responsibility

<https://youtu.be/7ew6herS7Gg>

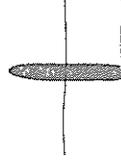
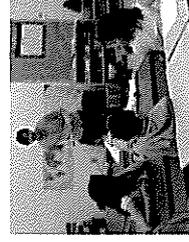
Personal Best

<https://youtu.be/l-gQLqV9f4o>

RESPECT

It is important that our rights are respected everywhere, including at school.

We all need to make sure we respect our own rights and the rights of others.



RESPECT

EDUCATION

- * I aim to achieve my personal best.
- * I will respect others by listening to them and respecting their views.
- * I will let other people get on with their work.
- I will respect others by calling them by their correct name.
- I will respect and abide by the rules.

PLAY AND RELAX.

- I will respect this right by working hard in lessons, and playing and relaxing in my break times.
- I will behave safely at all times.

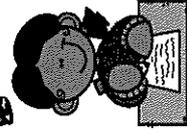
PLAY WITH OTHER STUDENTS.

- * I will respect this right by letting others play and join in with games and activities.
- * I will be kind to others and use words to sort out any disagreements.
- * I will ask an adult for help if I can't solve the problem with words.

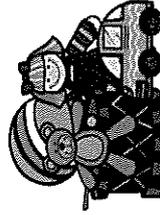
RESPECT

- Respond in an appropriate manner to everyone.
- Excellence only. No sloppy work or excuses.
- Stay in your own personal space.
- Pay attention and participate.
- Encourage, not discourage others.
- Come prepared to learn.
- Take responsibility for your actions.

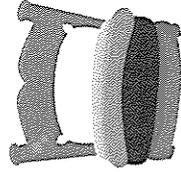
RESPECT IS HOW WE TREAT EVERYONE.



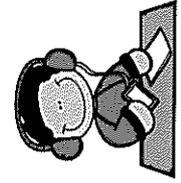
Doing schoolwork



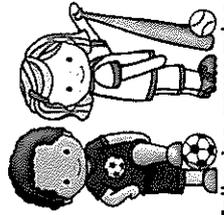
Taking care of your things



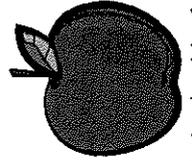
Oversleeping and coming to class late



Listening to teachers



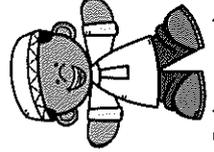
Following game rules



Eating healthy food



Breaking other people's property

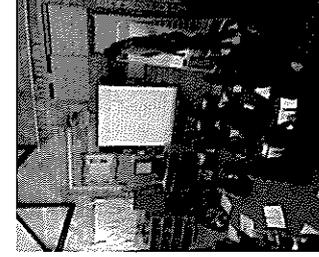


Doing your best



How can we show responsibility?

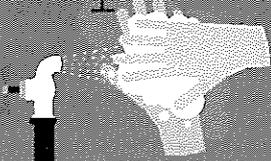
Drag a ★ to each picture that shows responsibility.



Responsibility means doing what is expected of you. It means making good choices, being trusted and taking ownership for your actions.

**YOUR
RESPONSIBILITY
FOR YOU AND
FOR OTHERS.**

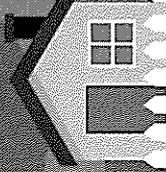
**WASH
YOUR
HANDS**



**COVER
YOUR
COUGHS
and SNEEZES**



**STAY HOME
if you're sick**



If you're
concerned,
visit your GP
or call 13 HEALTH
(13 43 25 84)

IN THE PLAYGROUND

- I am a good sport.
- I am sun safe.
- I walk on hard surfaces.
- I am considerate of others.
- I respect the rules.
- I take turns.

IN THE CLASSROOM

- I will be prepared and ready to learn.
- I do my best work.
- I will listen and follow the rules.

PERSONAL BEST

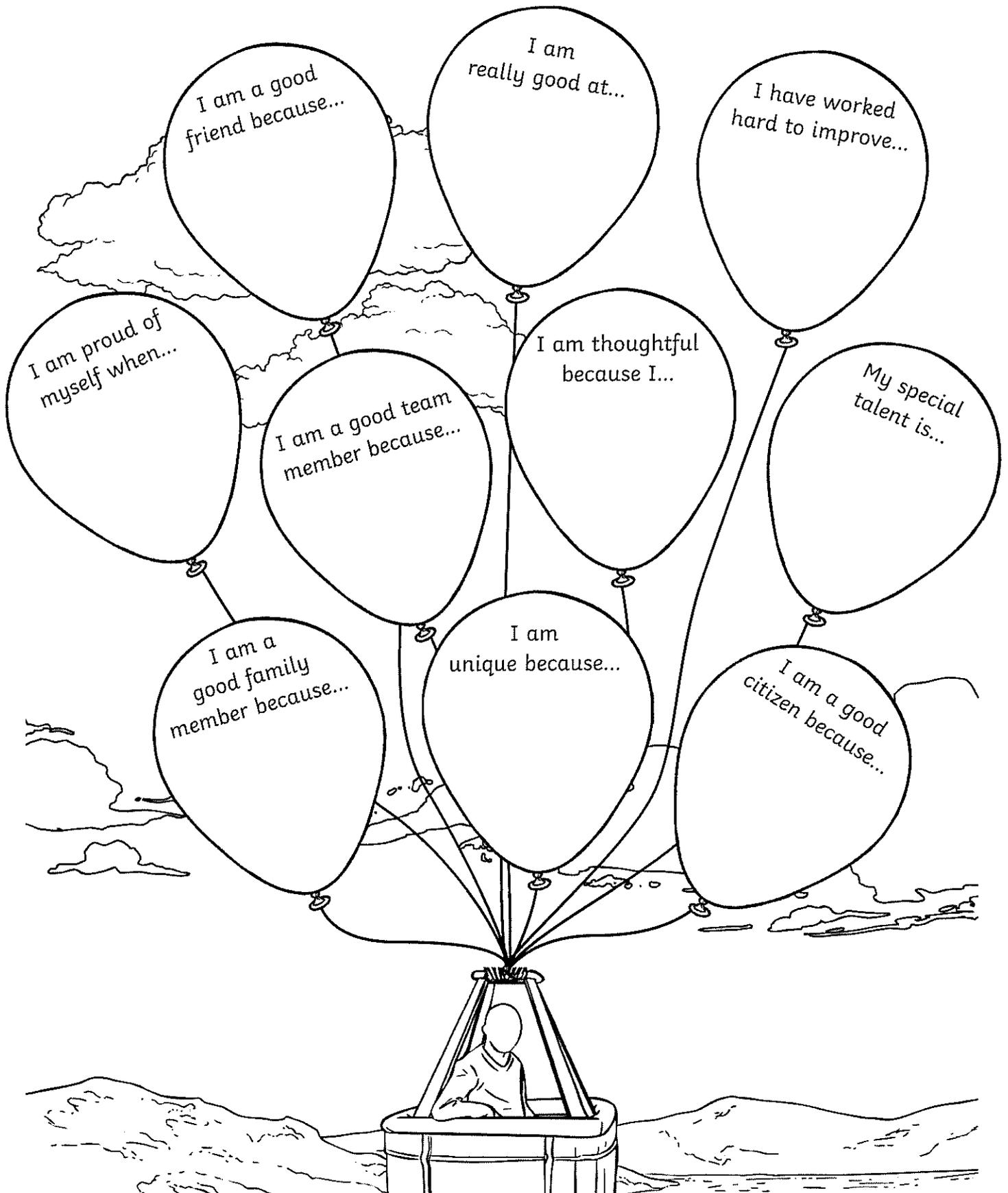
Personal Best is doing everything possible to make the best choices and preserving every step of the way!

HEALTH AND SAFETY

- I practise social distancing rules.
- I will wash my hands.
- I will stay home if I am sick.
- I use the school guidelines for return to school practises.

I Am an Amazing Person!

Read and finish the sentences in the balloons below.



Tuesday

The Thirsty Monkey

One summer's day, a very thirsty monkey was wandering around looking for some water. Hours passed and the monkey still could not find any water. The monkey was becoming more and more tired and started to feel very weak.

The thirsty monkey was almost ready to give up hope, when suddenly he found a jug with some water in it!

The monkey tried to pick up the jug, but it was too big and heavy. Disappointed, the monkey then tried to put his hand inside the jug to scoop out the water, but the opening was too small! He tried to push the jug over, but it would not budge. The monkey was sad, but he was not going to give up.

After thinking long and hard, the monkey thought of a great idea. He started to pick up some rocks that were lying on the ground and began dropping them into the jug, one by one. As he put more rocks into the jug, the water rose. Eventually, the water was high enough for the monkey to have a drink. The monkey was happy that his idea had worked and he was no longer thirsty!

Moral: *If you try hard enough, you may soon find the answer to your problem.*

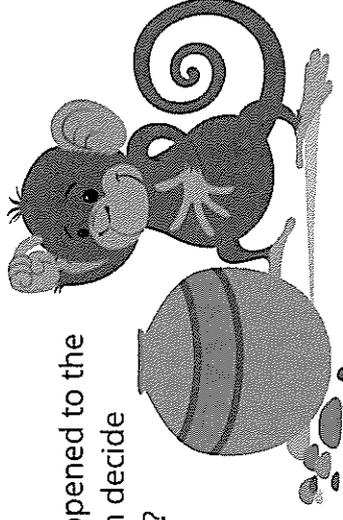
The Thirsty Monkey

1. Explain in your own words the moral of this story.
2. The author uses the words *thirsty*, *disappointed*, *sad* and *happy* in the passage.

Why do you think he/she uses these words?

3. Why do you think it was important for the author to inform the reader that the monkey was feeling very weak?

4. What could have happened to the author to make them decide to write this passage?



CRAZY CREATIVE CHALLENGE

With a partner or on your own, create a comic strip story that relates to the text.

- Ⓛ How many scenes (boxes) will you need?
- Ⓛ Will you use speech or thinking bubbles?
- Ⓛ What pictures will you draw?

Name _____

Date _____

The Thirsty Monkey

1. Explain in your own words the moral of this story

2. The author uses the words *thirsty*, *disappointed*, *sad* and *happy* in the passage. Why do you think he/she uses these words?

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Independent Focused

Activity

Review

Activity

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Assessment

nt

Showing Possession

Look at the examples below:

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The man's bike.

Common Noun:
The bike's handlebars were bent in the crash.

Proper Noun:
India's national flag has three horizontal stripes.



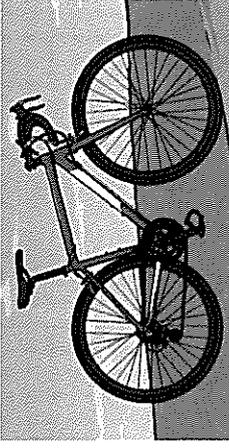
Showing Possession



Apostrophes can be used to show that something belongs to someone or something. This is called **possession**.

When we are talking about one thing we call this **singular**.

For example, a man or a bike.



When we need to say that something belongs to something singular, we put an **apostrophe** and then an **'s'** at the end of the name that it belongs to.

Showing Possession

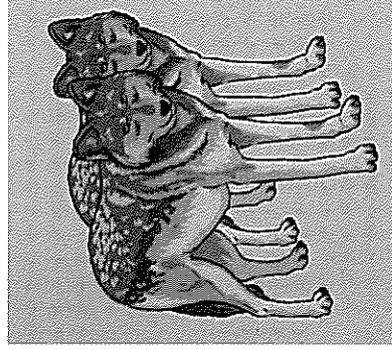


When we are talking about more than one thing we call this **plural**.

For example, a pack of **wolves** or a group of **countries**.

If the noun is plural and ends in **-s**, add only an **apostrophe**.

For example, the **wolves'** prey was a deer.

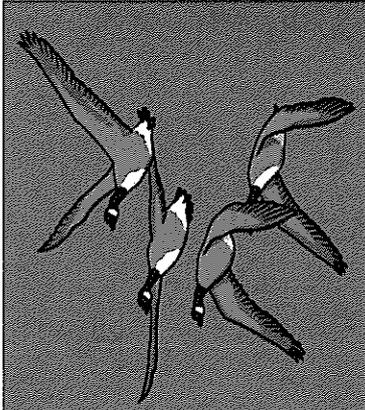


Showing Possession

If the noun is plural and does not end in -s, add -'s.

The **children's** play is on Friday evening.

The **geese's** flight in formation was amazing.



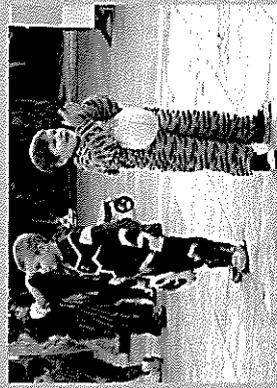
Showing Possession

However, plural nouns can be spelled using a variety of different letter endings.

If the noun ends with an 's', we still show an apostrophe of possession but without adding another 's' after it.



The **ponies'** diet is mostly grass.

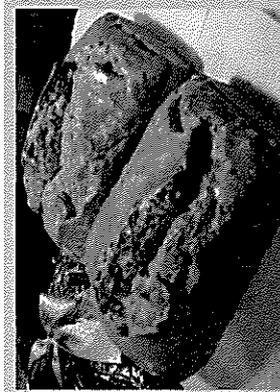


The **boys' fancy dress costumes** were so good!

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Showing Possession

More examples are shown below:



The **loaves'** icing is shiny.



Two of the **volcanoes'** summits are ahead.



Showing Possession

More examples are shown below:



The **rabbits'** hutch is messy.



The **houses'** chimneys are all made from brick.

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Showing Possession

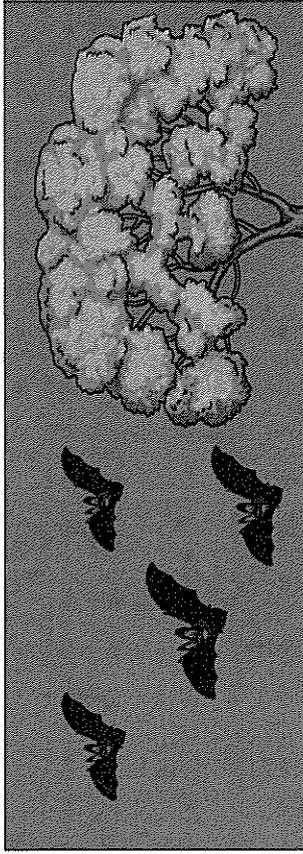


Look at the following sentences and decide which one is correct.

Example A:
Through the trees, the bats' noses glistened.

Example B:
Through the trees, the bat's noses glistened.

Example C:
Through the trees, the bats nose's glistened.



Reading Book Game



Find a reading book in Epic and draw this table on a whiteboard or piece of paper.

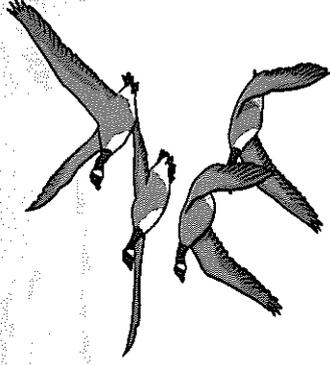
Apostrophes for Singular Possession	Apostrophes for Plural Possession

Set a timer to 5 minutes and start it. When it starts find as many examples of both as you can.

Start

Exit

Review Activity



Reading Book Game



How many did you collect?

Apostrophes for Singular Possession	Apostrophes for Plural Possession

Times Table Test - 7× Table

Check

1.	$7 \times 7 =$		
2.	$7 \times 6 =$		
3.	$2 \times 7 =$		
4.	$11 \times 7 =$		
5.	$7 \times 0 =$		
6.	$1 \times 7 =$		
7.	$7 \times 4 =$		
8.	$7 \times 10 =$		
9.	$8 \times 7 =$		
10.	$3 \times 7 =$		
11.	$7 \times 5 =$		
12.	$7 \times 9 =$		
My score:			

Check

13.	$49 \div 7 =$		
14.	$21 \div 7 =$		
15.	$77 \div 7 =$		
16.	$14 \div 7 =$		
17.	$28 \div 7 =$		
18.	$56 \div 7 =$		
19.	$7 \div 7 =$		
20.	$84 \div 7 =$		
21.	$42 \div 7 =$		
22.	$35 \div 7 =$		
23.	$70 \div 7 =$		
24.	$63 \div 7 =$		
My score last time:			

How I can improve:



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Subtraction Missing Number Problems

$$\begin{array}{r} \boxed{} \boxed{2} \boxed{8} \\ - 1 \boxed{} \boxed{2} \\ \hline 726 \end{array}$$

As with any column subtraction, we need to start in the column furthest to the right.

$$\underline{\quad} - 2 = 6$$

We can use our fact families to solve the first missing number.

$$\underline{\quad} - 2 = 6$$

$$6 + 2 = \underline{\quad}$$

$$\underline{\quad} - 6 = 2$$

$$2 + 6 = \underline{\quad}$$

Which of these will help us?

Now, we can move onto the next column.

Subtraction Missing Number Problems

$$\begin{array}{r} \downarrow \\ \boxed{} \boxed{3} \boxed{8} \\ - 1 \boxed{1} \boxed{2} \\ \hline 726 \end{array}$$

Now that we have completed the first column, we need to move to the next column.

$$3 - \underline{\quad} = 2$$

We can use our fact families to solve the first missing number.

$$3 - \underline{\quad} = 2$$

$$\underline{\quad} + 2 = 3$$

$$2 + \underline{\quad} = 3$$

Which of these will help us?

Now, we can move onto the next column.

Subtraction Missing Number Problems

$$\begin{array}{r} \downarrow \\ \boxed{8} \boxed{3} \boxed{8} \\ - 1 \boxed{1} \boxed{2} \\ \hline 726 \end{array}$$

Now that we have completed the next column, we need to move to the final column.

$$\underline{\quad} - 1 = 7$$

We can use our fact families to solve the first missing number.

$$\underline{\quad} - 1 = 7$$

$$1 + 7 = \underline{\quad}$$

$$\underline{\quad} - 7 = 1$$

$$7 + 1 = \underline{\quad}$$

Which of these will help us?

Now, we can move onto the next column.

Subtraction Missing Number Problems

$$\begin{array}{r} \boxed{8} \boxed{3} \boxed{8} \\ - 1 \boxed{1} \boxed{2} \\ \hline 726 \end{array}$$

The final step is to check our work using the inverse.

We can change

$$838 - 112 = 726 \text{ to } 726 + 112 = 838$$

Let's check it!

$$\begin{array}{r} 726 \\ + 112 \\ \hline 838 \end{array}$$

Now It's Your Turn!

Remember to:

- start on the right
- write out the calculation and its fact families
- identify which one will help calculate
- repeat on all columns
- check your answer

$$\begin{array}{r} \boxed{5} \boxed{5} \boxed{6} \\ - \boxed{1} \boxed{2} \boxed{4} \\ \hline 4 \ 3 \ 2 \end{array}$$

Now It's Your Turn!

Remember to:

- start on the right
- write out the calculation and its fact families
- identify which one will help calculate
- repeat on all columns
- check your answer

$$\begin{array}{r} 8 \ 9 \ \boxed{2} \\ - \boxed{4} \ \boxed{7} \ \boxed{1} \\ \hline 4 \ 2 \ 1 \end{array}$$

Subtraction Missing Number Problems



$$\begin{array}{r} \boxed{} \boxed{6} \boxed{1} \\ - 2 \ \boxed{} \boxed{4} \\ \hline 5 \ 3 \ 7 \end{array}$$

Start on the right.

$$\underline{\quad} - 4 = 7$$

Let's use our fact families to help.

$$\underline{\quad} - 4 = 7$$

$$7 + 4 = \underline{\quad}$$

$$\underline{\quad} - 7 = 4$$

$$4 + 7 = \underline{\quad}$$

Which of these will help us?

How can this be 11?

Subtraction Missing Number Problems

If the answer is greater than 10, it must have been regrouped to get the extra 10.

$$\begin{array}{r} \overset{5}{\boxed{}} \boxed{6} \boxed{1} \\ - 2 \ \boxed{} \boxed{4} \\ \hline 5 \ 3 \ 7 \end{array}$$

Subtraction Missing Number Problems

$$\begin{array}{r} \downarrow \\ \begin{array}{r} 5 \quad 1 \\ \square \quad 1 \\ - 2 \quad 2 \quad 4 \\ \hline 5 \quad 3 \quad 7 \end{array} \end{array}$$

Now that we have completed the first column, we need to move to the next column.

$$5 - \square = 3$$

We can use our fact families to solve the next missing number.

$$5 - \square = 3 \quad \square + 3 = 5$$

$$\square - 3 = \square \quad 3 + \square = 5$$

Which of these will help us?

Subtraction Missing Number Problems

$$\begin{array}{r} \begin{array}{r} 5 \quad 1 \\ 7 \quad 1 \\ - 2 \quad 2 \quad 4 \\ \hline 5 \quad 3 \quad 7 \end{array} \end{array}$$

The final step is to check our work using the inverse.

We can change

$$761 - 224 = 537 \quad \text{to} \quad 537 + 224 = 761$$

Let's check it!

$$\begin{array}{r} 5 \quad 3 \quad 7 \\ + 2 \quad 2 \quad 4 \\ \hline 7 \quad 6 \quad 1 \\ 1 \end{array}$$

Subtraction Missing Number Problems

$$\begin{array}{r} \downarrow \\ \begin{array}{r} 5 \quad 1 \\ 7 \quad 1 \\ - 2 \quad 2 \quad 4 \\ \hline 5 \quad 3 \quad 7 \end{array} \end{array}$$

Now that we have completed the next column, we need to move to the final column.

$$\square - 2 = 5$$

We can use our fact families to solve the final missing number.

$$\square - 2 = 5 \quad 2 + 5 = \square$$

$$\square - 5 = 2 \quad 5 + 2 = \square$$

Which of these will help us?

Now It's Your Turn!

$$\begin{array}{r} \begin{array}{r} 5 \quad 1 \\ 8 \quad 2 \\ - 3 \quad 4 \quad 8 \\ \hline 5 \quad 1 \quad 4 \end{array} \end{array}$$

Remember to:

- start on the right
- write out the calculation and its fact families
- identify which one will help calculate
- repeat on all columns
- check your answer

Now It's Your Turn!

Remember to:

- start on the right
- write out the calculation and its fact families
- identify which one will help calculate
- repeat on all columns
- check your answer

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

Can You Spot the Errors?

Ruth has completed these calculations. Can you spot the mistakes and calculate the correct answer? Check with a partner.

$$\begin{array}{r} 5 \quad 4 \quad 5 \\ - 9 \quad 3 \quad 4 \\ \hline 4 \quad 1 \quad 1 \end{array}$$

$$\begin{array}{r} 5 \quad 1 \\ 3 \quad \cancel{6} \quad 3 \\ - 1 \quad 2 \quad 4 \\ \hline 2 \quad 3 \quad 9 \end{array}$$

This number is incorrect – the calculation needed to find this number would be $5 - 4 =$ so the missing number should be 1.

This number is incorrect as $5 - 3 = 2$ and not 3. Ruth has forgotten to regroup one of the tens in the tens column, changing the 6 to a 5.

Missing Numbers 3-Digit Subtraction (1)

Calculate the missing digits in these calculations.

1.
$$\begin{array}{r} 5 \square 6 \\ - \quad 5 \square \\ \hline 4 \ 5 \ 2 \end{array}$$
2.
$$\begin{array}{r} 3 \ 8 \ \square \\ - \quad \square \ 4 \\ \hline 2 \ 9 \ 2 \end{array}$$
3.
$$\begin{array}{r} 7 \ \square \ 5 \\ - \quad 3 \ \square \\ \hline 6 \ 7 \ 0 \end{array}$$
4.
$$\begin{array}{r} 7 \ \square \ 0 \\ - \quad 5 \ \square \\ \hline 7 \ 0 \ 6 \end{array}$$
5.
$$\begin{array}{r} 4 \ 2 \ \square \\ - \quad \square \ 0 \\ \hline 3 \ 6 \ 9 \end{array}$$
6.
$$\begin{array}{r} 8 \ 9 \ \square \\ - \quad \square \ 3 \\ \hline 8 \ 5 \ 7 \end{array}$$
7.
$$\begin{array}{r} 2 \ \square \ 2 \\ - \quad 6 \ \square \\ \hline 2 \ 2 \ 3 \end{array}$$
8.
$$\begin{array}{r} 8 \ \square \ 9 \\ - \quad 6 \ \square \\ \hline 7 \ 9 \ 9 \end{array}$$
9.
$$\begin{array}{r} 5 \ \square \ 9 \\ - \quad 8 \ \square \\ \hline 4 \ 5 \ 7 \end{array}$$
10.
$$\begin{array}{r} 6 \ 8 \ \square \\ - \quad \square \ 2 \\ \hline 6 \ 2 \ 4 \end{array}$$
11.
$$\begin{array}{r} 5 \ 7 \ \square \\ - \quad \square \ 1 \\ \hline 5 \ 5 \ 4 \end{array}$$
12.
$$\begin{array}{r} 2 \ \square \ 4 \\ - \quad 6 \ \square \\ \hline 1 \ 6 \ 6 \end{array}$$
13.
$$\begin{array}{r} 4 \ \square \ 0 \\ - \quad 8 \ \square \\ \hline 3 \ 4 \ 4 \end{array}$$
14.
$$\begin{array}{r} 3 \ 6 \ \square \\ - \quad \square \ 9 \\ \hline 3 \ 1 \ 7 \end{array}$$
15.
$$\begin{array}{r} 6 \ \square \ 0 \\ - \quad 7 \ \square \\ \hline 6 \ 1 \ 9 \end{array}$$
16.
$$\begin{array}{r} 9 \ 2 \ \square \\ - \quad \square \ 6 \\ \hline 8 \ 4 \ 3 \end{array}$$
17.
$$\begin{array}{r} 9 \ \square \ 3 \\ - \quad 2 \ \square \\ \hline 9 \ 2 \ 7 \end{array}$$
18.
$$\begin{array}{r} 6 \ 9 \ \square \\ - \quad \square \ 3 \\ \hline 6 \ 1 \ 3 \end{array}$$
19.
$$\begin{array}{r} 7 \ \square \ 3 \\ - \quad 5 \ \square \\ \hline 7 \ 0 \ 8 \end{array}$$
20.
$$\begin{array}{r} 1 \ 1 \ \square \\ - \quad \square \ 5 \\ \hline 6 \ 1 \end{array}$$
21.
$$\begin{array}{r} 9 \ 0 \ \square \\ - \quad \square \ 1 \\ \hline 8 \ 6 \ 4 \end{array}$$
22.
$$\begin{array}{r} 8 \ 5 \ \square \\ - \quad \square \ 7 \\ \hline 7 \ 8 \ 8 \end{array}$$
23.
$$\begin{array}{r} 4 \ \square \ 4 \\ - \quad 8 \ \square \\ \hline 3 \ 3 \ 3 \end{array}$$
24.
$$\begin{array}{r} 5 \ 9 \ \square \\ - \quad \square \ 7 \\ \hline 5 \ 3 \ 4 \end{array}$$
25.
$$\begin{array}{r} 4 \ \square \ 8 \\ - \quad 1 \ \square \\ \hline 3 \ 9 \ 1 \end{array}$$
26.
$$\begin{array}{r} 9 \ \square \ 5 \\ - \quad 4 \ \square \\ \hline 9 \ 2 \ 8 \end{array}$$
27.
$$\begin{array}{r} 4 \ 1 \ \square \\ - \quad \square \ 5 \\ \hline 3 \ 2 \ 5 \end{array}$$
28.
$$\begin{array}{r} 3 \ 2 \ \square \\ - \quad \square \ 0 \\ \hline 2 \ 8 \ 3 \end{array}$$
29.
$$\begin{array}{r} 5 \ \square \ 6 \\ - \quad 6 \ \square \\ \hline 4 \ 9 \ 7 \end{array}$$
30.
$$\begin{array}{r} 1 \ 0 \ \square \\ - \quad \square \ 7 \\ \hline 3 \end{array}$$

Tin Foil Boat STEM

You will need:

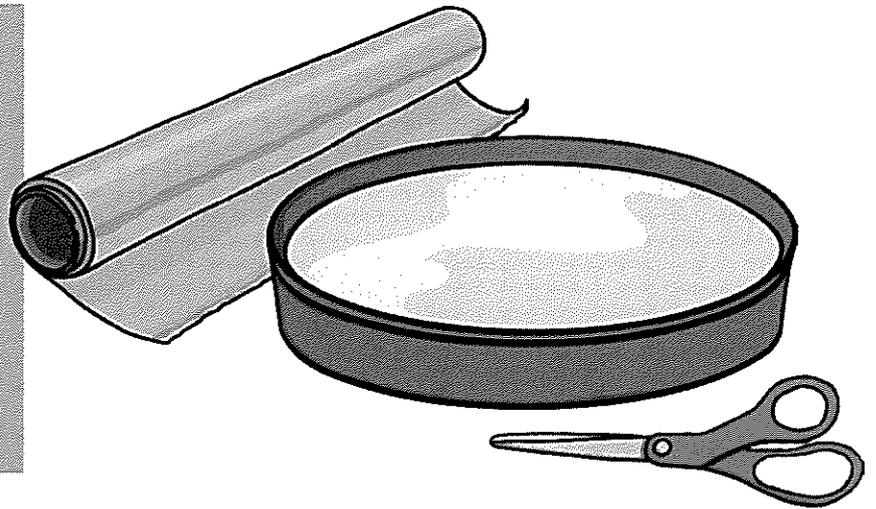
Tin foil

Scissors

A bowl of water

Coins

Boat Design Analysis Sheet



Instructions

1. Use scissors to carefully cut the tin foil into 2 rectangle shapes.
2. With the first piece of foil, form a boat that can hold the coins but not sink.
3. Predict how many coins your boat will hold.
4. Place the foil boat in the bowl of water.
5. Place one coin at a time in the boat. Keep adding coins until the boat sinks. Make sure you count them as you go.
6. Use the second piece of foil to make a new boat, based on what you observed from your previous design.
7. Estimate how many coins the new design will hold.
8. Place the new boat in the water and carefully place one coin at a time in the boat until it sinks.
9. Complete the Boat Design Analysis Sheet.

Tin Foil Boat STEM

Science Behind the Experiment

There are two forces acting on the boat design:

1. Gravity – Gravity is pulling the tin foil and coins downward.
2. Buoyancy – Buoyancy is pushing the boat toward the surface.

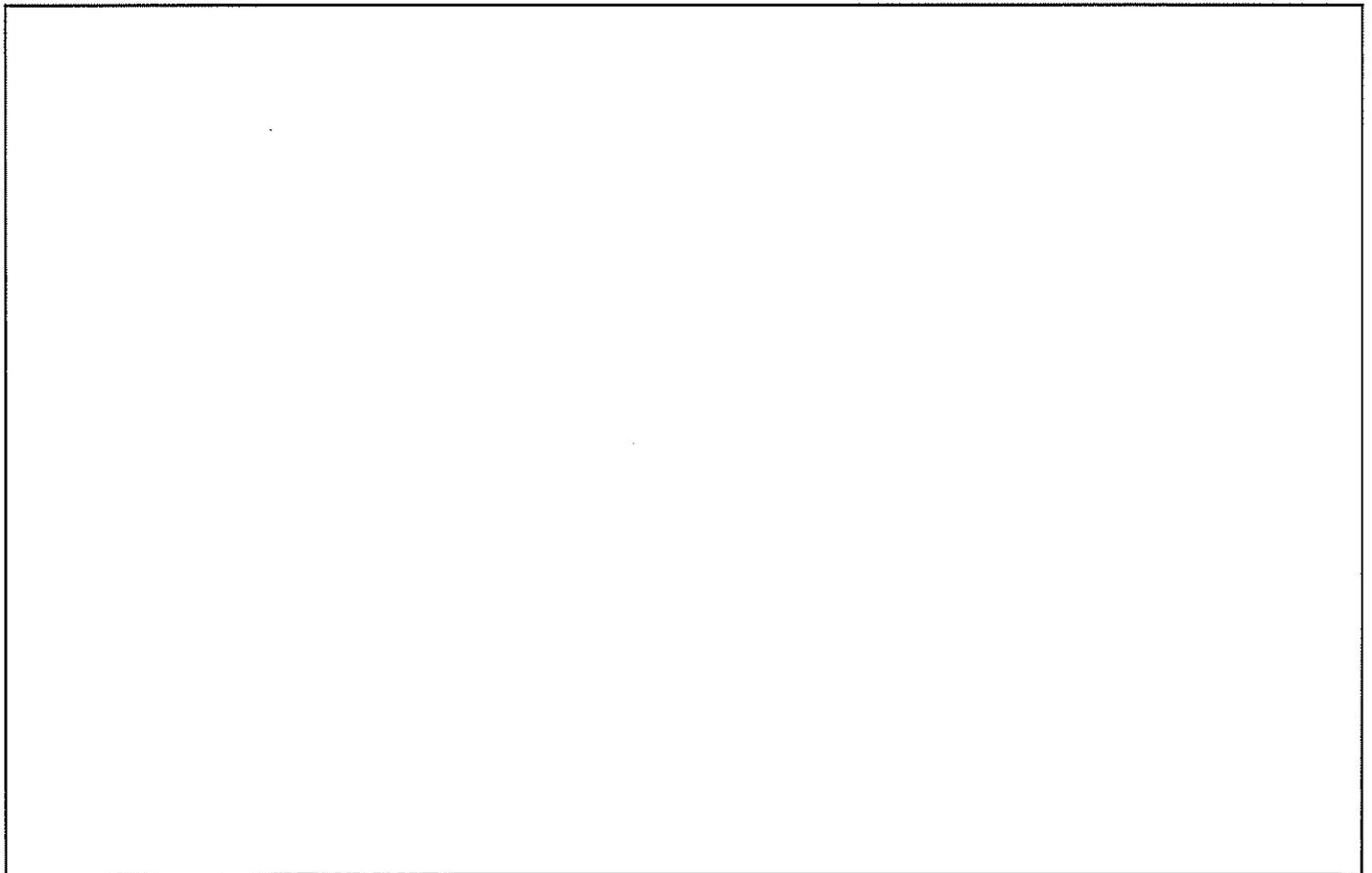
As long as the force of buoyancy is greater than the force of gravity, the boat will continue to float. The force of buoyancy will be greater than the force of gravity when the weight of the foil and coins is spread across more surface area of the water, creating more buoyancy, or force, pushing upward.

Foil Boat Design STEM Analysis

Design 1	
Prediction	
Actual Number of Coins	

What changes will you make on design 2?

Draw a diagram of your second boat design.



Design 2	
Prediction	
Actual Number of Coins	

Which design held more coins? _____

Why do you think that design held more coins?

If you were to create a third boat, what would you do differently?
