Pearson
mathology
Practice Workbook **5**

What Is the Purpose of the Workbook?

For students
The Workbook supports students in their learning journey with independent or small-group practice opportunities for
- building on their understanding through a variety of questions, tasks, games, and challenges connecting foundational concepts;
- organizing and representing their thinking and understanding; and
- connecting math concepts to their lived experiences.

For teachers
The Workbook helps you support students by
- offering intentional independent and small-group practice ideas, aligned with your curriculum;
- providing additional assessment opportunities and ways to support learning; and
- allowing parents and caregivers an opportunity to see what their child is learning.

Go to Mathology.ca for comprehensive lesson notes supporting a deep understanding of student thinking and assessment opportunities that help determine the best next steps for your learners.

How To Use the Workbook

After working through lessons with students
- Identify the practice units that correlate with the lessons you've taught.
- Use the Workbook flexibly, as in-class practice (small-group, collaborative, or independent work).
- Discuss the practice tasks and ensure clarity.
- Identify the open-ended tasks and discuss ways for students to represent their understanding.
- Debrief the tasks and ask students to share their strategies.
- Observe students' level of understanding and build on it through additional tasks.

Reaching All Learners (Differentiated Instruction)

Consider the variety of learners in your classroom and how the Workbook can best support them. Key questions to reflect on include:
- Are there certain questions that I want all students to complete?
- Do some students need accommodations?
- Which students might benefit from small-group conversations before starting tasks?
- How can I encourage the use of manipulatives and models (e.g., Math Mats, Base Ten Blocks)?
- How can students use the Workbook to recognize their strengths and build a math identity (e.g., self-reflection)?

Curriculum Support

Go to www.pearson.com/ca/en/k-12-education/mathology.html for a detailed alignment of this resource with your curriculum.

How Is the Workbook Organized?

Each unit connects the learning across several lessons.

What I Know
- activates prior knowledge of major concepts
- provides pre-assessment of students' understanding and knowledge
- helps you identify students who may need additional support

Checking In
- provides opportunities for students to apply their knowledge and understanding of concepts, make connections to math in the real world, reflect and discuss their thinking and strategies, and show what they know

Connections prompts
- enable students to create their own notes on connections made visible in the moment

Bringing It Together
- allows students to work together to discuss thinking and strategies
- helps students show what they know
- presents many open-ended tasks or games

What I Learned
- allows students to reflect on what they have learned and record their understanding
- prompts students to focus on the major understandings and concepts
- provides a snapshot of students' learning

Connecting and Reflecting
- connects the learning across a practice cluster with students' lived experiences

Sample student answers are included throughout the resource.

Contents

8 👥 **GAME: Target 10 000!**

Each of you roll 4 number cubes labelled 1 to 6 to make a 4-digit start number.
Roll up to 4 cubes again to make a number you add to or subtract from your start number.
Continue to roll cubes and add or subtract.
The player closer to 10 000 after 5 turns wins.

> **HINT** I now have 10 098. Next, I will roll 2 number cubes to make a 2-digit number, then subtract.

Play again!
Target 100 000!

Roll 5 cubes to make a 5-digit start number.
Take turns to roll up to 5 cubes.
The player closer to 100 000 after _____ turns wins.

Target 1000!

Roll 5 cubes to make a 5-digit start number.
Take turns to roll up to 5 cubes.
The player closer to 1000 after _____ turns wins.

What I Learned

What strategies or models do you use to help you add or subtract large numbers?
Use an example to explain.

Bringing It Together

8 **GAME: Target 10 000!**

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Target 1000!

Roll 5 cubes to make a 5-digit start number.
Take turns to roll up to 5 cubes.
The player closer to 1000 after .... turns wins.

What I Learned

What strategies or models do you use to help you add or subtract large numbers?
Use an example to explain.

For example: When I have to trade and regroup, I find that Base Ten Blocks really help. Then, I use the steps that I took to help me write the standard algorithm. If I don't have blocks available, I often use the "think addition" strategy: 118 + ? = 1235.

1235 − 118 = 1117
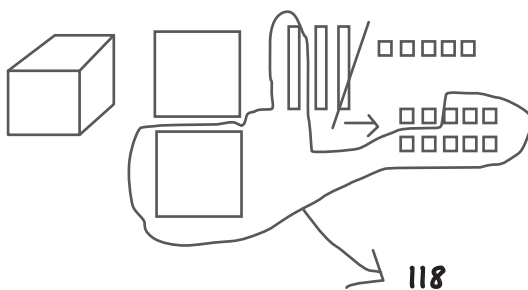
$$\begin{array}{r} 1235 \\ -\ 118 \\ \hline 1117 \end{array}$$

Think addition:
118 + ? = 1235
118 + 82 = 200
200 + 1000 = 1200
1200 + 35 = 1235
Then 82 + 1000 + 35 = 1117

Unit 3 Fluency with Addition and Subtraction **19**