

# Unit 9

## Addition and subtraction 1

Five daily lessons

Year 5  
Spring term

### Unit Objectives Year 5

- Identify near doubles, such as  $1.5 + 1.6$ .
- Add or subtract the nearest multiple of 10 or 100, then adjust.
- Develop further the relationship between addition and subtraction.
- Add several numbers (e.g. four or five single digits, or multiples of ten such as  $40 + 50 + 80$ ).
- Use informal pencil and paper methods to support, record or explain additions and subtractions.
- Choose and use number operations to solve problems and appropriate ways of calculating: mental, mental with jottings, written methods, calculator.

Page 41

Page 41

Page 43

Page 43

Pages 49, 51

Page 75

This Unit Plan is designed to guide your teaching.  
You will need to adapt it to meet the needs of your class.

### Resources needed to teach this unit:

- OHT 9.1
- OHT 9.2
- OHT 9.3
- Activity sheet 9.1
- Resource sheet 9.1
- Whiteboards

### Link Objectives

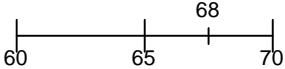
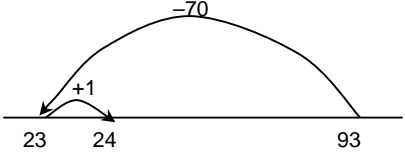
Year 4

Year 6

- Identify near doubles using known doubles (e.g.  $150 + 160$ ).
- Add or subtract the nearest multiple of 10, then adjust.
- Continue to use the relationship between addition and subtraction.
- Add three or four small numbers, finding pairs totalling 10, or 9 or 11.
- Use informal pencil and paper methods to support, record or explain additions and subtractions.
- **Choose and use appropriate number operations and appropriate ways of calculating (mental, mental with jottings, pencil and paper) to solve problems.**

- Consolidate all strategies from previous year, including:  
add or subtract to the nearest multiple of 10, 100 or 1000, then adjust;
- Use the relationship between addition and subtraction;  
add several numbers.
- Use informal pencil and paper methods to support, record or explain additions and subtractions.
- Choose and use appropriate number operations to solve problems, and appropriate ways of calculating: mental, mental with jottings, written methods, calculator.

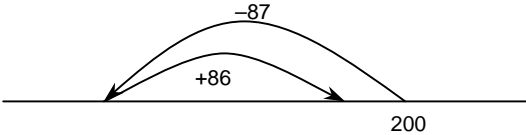
(Key objectives in bold)

| Planning sheet  | Day One   | Unit 9 <i>Addition and subtraction 1</i>  | Term: <i>Spring</i>   | Year Group: 5   |
|---|---|---|---|---|
| Oral and Mental   |   | Main Teaching   |   | Plenary   |
| Objectives and Vocabulary   | Teaching Activities   | Objectives and Vocabulary   | Teaching Activities   | Teaching Activities/Focus Questions   |
| <p>Add and subtract any pair of two-digit numbers.</p> <p><b>VOCABULARY</b><br/>add<br/>sum<br/>total<br/>increase<br/>subtract<br/>minus<br/>decrease<br/>difference</p> <p><b>RESOURCES</b><br/>Whiteboards</p> | <ul style="list-style-type: none"> <li>Ask children to show the answer to <math>30 + 40</math> using whiteboards.</li> </ul> <div>Q How did you work that out?</div> <ul style="list-style-type: none"> <li>Establish how using the number fact (<math>3 + 4</math>) and place value (<math>\times 10</math>) helped.</li> <li>Repeat for a variety of addition and subtraction calculations of increasing difficulty, e.g.<br/><br/> <math>80 - 50</math><br/> <math>70 + 40</math><br/> <math>34 + 50</math><br/> <math>75 - 40</math><br/> <math>46 + 52</math><br/> <math>58 - 25</math><br/> <math>63 - 36</math><br/> <math>85 + 46</math> </li> </ul> <p>Discuss children's solutions and methods.</p> <ul style="list-style-type: none"> <li>Introduce different vocabulary e.g. sum, decrease, and discuss strategies used for each calculation. Where appropriate emphasise the most useful strategy for the particular calculation.</li> <li>Provide additional examples using the vocabulary and strategies children found most difficult.</li> </ul> | <p>Add or subtract the nearest multiple of 10, 100 or 1000, then adjust.</p> <p><b>VOCABULARY</b><br/>multiple<br/>adjust</p> <p><b>RESOURCES</b><br/>Whiteboards</p> | <ul style="list-style-type: none"> <li>Revise the rules for rounding numbers to the nearest 10, 100 or 1000. Give numbers such as 68, 23, 214, 675, 2998 etc. and ask children to show the nearest multiple of 10, 100 or 1000 using their whiteboards. Confirm some answers using number lines, e.g.<br/><br/> <math>68 \longrightarrow 70</math>  </li> </ul> <div>Q How much did we adjust our number by to reach the nearest multiple of (10, 100 or 1000)?</div> <ul style="list-style-type: none"> <li>Explain that rounding to the nearest 10, 100 or 1000 can be used as a strategy for addition and subtraction. Write <math>93 - 69</math> on the board.</li> </ul> <div>Q What multiple of 10 is nearest to 69?</div> <div>Q What is 93 subtract 70?</div> <div>Q Have we subtracted more or less than 69?</div> <div>Q How should we adjust the answer to make it correct?</div> <ul style="list-style-type: none"> <li>Emphasise that the extra 1 we subtracted must be added to 23 for the answer to <math>93 - 69</math>. Record the process as:<br/><br/> <math display="block">\begin{aligned} 93 - 69 &amp;= (93 - 70) + 1 \\ &amp;= 23 + 1 \\ &amp;= 24 \end{aligned}</math> <p>and demonstrate on a number line, e.g.</p>  </li> <li>Repeat with calculations such as:<br/><br/> <math>368 + 51</math>, <math>286 - 97</math>, <math>5250 - 1998</math>, <math>458 + 199</math> etc. Each time emphasise the adjustment to be made and have children record the process on the board.</li> <li>Provide examples for children to practise the strategy.</li> </ul> | <ul style="list-style-type: none"> <li>Go over some of the practice examples, asking children to explain how they rounded and adjusted the numbers involved.</li> <li>Write a variety of addition and subtraction calculations on the board, e.g. <math>73 + 26</math>, <math>182 - 95</math>, <math>6003 - 5994</math>, <math>56 - 29</math>, <math>73 + 200</math>, <math>583 - 71</math> etc.</li> </ul> <div>Q For which of these would you use the rounding and adjusting strategy?</div> <ul style="list-style-type: none"> <li>For each suggestion ask how the calculation would be performed, focussing on the rounding and adjusting.</li> <li>Ask children to suggest how they would tackle the other calculations.</li> </ul> <div> <p><b>By the end of the lesson the children should be able to:</b></p> <ul style="list-style-type: none"> <li>For example, work out mentally that:<br/> <math>- 274 + 96 = 370</math><br/> as <math>274 + 100 - 4 = 374 - 4 = 370</math> – and <math>4005 - 1997 = 2008</math><br/> as <math>4005 - 2000 + 3</math>.</li> </ul> <p>(Refer to supplement of examples, section 6, page 41.)</p> </div> |

| Planning sheet  | Day Two  | Unit 9 <i>Addition and subtraction 1</i>       |  | Term: <i>Spring</i>   | Year Group: 5 |    |   |    |    |    |    |    |    |    |    |    |   |    |    |    |    |
|---|--|--|--|---|---------------|----|---|----|----|----|----|----|----|----|----|----|---|----|----|----|----|
| Oral and Mental   |  | Main Teaching                                  |  |   | Plenary       |    |   |    |    |    |    |    |    |    |    |    |   |    |    |    |    |
| Objectives and Vocabulary   | Teaching Activities  | Objectives and Vocabulary                      | Teaching Activities  | Teaching Activities/Focus Questions   |               |    |   |    |    |    |    |    |    |    |    |    |   |    |    |    |    |
| Recall addition and subtraction facts for each number to 20 and extending to multiples of 10. | <ul style="list-style-type: none"><li>Ask about 15 quick questions involving the addition and subtraction facts of numbers to 20 e.g. 7 + 6, 15 – 7.</li><li>Children to record answers on paper.</li><li>Read out the answers for children to check their own results.</li><li>Identify any common errors and discuss strategies for quick recall, e.g. 6 + 7 = double 6 plus 1; subtract 4 by subtracting 2 twice; add 8 by adding 10 then subtracting 2 etc.</li><li>Extend to adding and subtracting multiples of 10 e.g. 70 + 60, 150 – 70.</li></ul> | Add several numbers.                           | <ul style="list-style-type: none"><li>Write 40 + 90 + 60 + 50 on the board.<div><div>Q    How would you find the total?</div><div>Discuss different methods such as looking for pairs with a sum of 100, and starting with largest number first.</div></div><li>Repeat with other sets of two-digit numbers. Include numbers that involve doubling and near doubling, e.g. 60 + 70 + 80 + 20 + 30 + 80 + 70; 20 + 80 + 10; 50 + 60. Record the strategies in a list on the board.</li><li>Introduce three two-digit numbers, e.g. write 28 + 35 + 12 on the board and ask children to suggest strategies for finding the total, such as looking for unit pairs that make 10, and starting with the largest number.</li><li>Write on the board the digits: 1 + 2 + 3 + 4 + 5 + 5 + 6 + 7 + 8 + 9. Ask children to add them up. Recap the strategy of finding pairs to 10. Identify that there are 5 pairs that sum to 10.<div>Establish that: 1 + 2 + 3 + 4 + 5 + 5 + 6 + 7 + 8 + 9 is equivalent to 10 x 5.</div></li><li>Write on the board: 4 + 4 + 3 + 5.<div><div>Q    What is multiplication is this equivalent to?</div><div>Agree it is 4 x 4. Discuss the method the children used to arrive at this.</div></div><li>Write on the board: 18 + 20 + 22.<div><div>Q    How can we represent this as a multiplication?</div><div>Establish that the calculation is equivalent to 20 x 3. Discuss the idea of balancing the numbers.</div></div><li>Repeat for sets such as 48 + 49 + 50 + 51 + 52 and 26 + 28 + 30 + 32 + 34, and discuss the strategy.</li><li>Provide addition questions for children to discuss and answer in pairs. Ask them to decide on an appropriate strategy for each, using the list on the board for reference, then find the total. Ask them to record their method so that they will remember how they worked out the answer.</li></li></li></li></ul> | <ul style="list-style-type: none"><li>Discuss the methods children used to find the totals in the paired work.<div><div>Q    How did you work this out?</div><div>Q    Did anyone use a different strategy?</div><div>Q    Which do you think is the most appropriate strategy to use for this calculation?</div><div>Q    Why?</div></div><li>Write on the board:<table><tr><td>20</td><td>2</td><td>49</td><td>23</td></tr><tr><td>86</td><td>17</td><td>64</td><td>50</td></tr><tr><td>60</td><td>38</td><td>21</td><td>7</td></tr><tr><td>40</td><td>16</td><td>62</td><td>42</td></tr></table><ul style="list-style-type: none"><li>Ask children to suggest sets of numbers from the table they can total using the different strategies covered in the lesson.</li></ul></li></li></ul> <div><div><b>By the end of the lesson the children should be able to:</b><ul style="list-style-type: none"><li><b>Add mentally:</b><ul style="list-style-type: none"><li>several small numbers, such as 3 + 5 + 7 + 2 + 9;</li><li>Three multiples of 10, such as 80 + 70 + 40;</li></ul></li><li><b>Work mentally to complete questions like</b> 27 + 36 + 13 = □;</li><li><b>Use strategies such as</b><ul style="list-style-type: none"><li>look for pairs that make 10 and do these first;</li><li>start with the largest number;</li></ul></li><li><b>Add a set of numbers such as 26 + 28 + 30 + 32 + 34 recognising these as equivalent to 30 x 5; Explain their strategies.</b></li></ul>(Refer to supplement of examples, section 6, page 43.)</div></div> |               | 20 | 2 | 49 | 23 | 86 | 17 | 64 | 50 | 60 | 38 | 21 | 7 | 40 | 16 | 62 | 42 |
| 20  | 2  | 49   | 23   |   |               |    |   |    |    |    |    |    |    |    |    |    |   |    |    |    |    |
| 86  | 17   | 64   | 50   |   |               |    |   |    |    |    |    |    |    |    |    |    |   |    |    |    |    |
| 60  | 38   | 21   | 7  |   |               |    |   |    |    |    |    |    |    |    |    |    |   |    |    |    |    |
| 40  | 16   | 62   | 42   |   |               |    |   |    |    |    |    |    |    |    |    |    |   |    |    |    |    |
| VOCABULARY<br>total<br>difference   |  | VOCABULARY<br>sum<br>doubling<br>near doubling |  |   |               |    |   |    |    |    |    |    |    |    |    |    |   |    |    |    |    |

| Planning sheet   | Day Three  | Unit 9 <i>Addition and subtraction 1</i>  | Term: <i>Spring</i>   | Year Group: 5   |
|--|--|---|---|---|
| Oral and Mental  |  | Main Teaching   |   | Plenary   |
| Objectives and Vocabulary  | Teaching Activities  | Objectives and Vocabulary   | Teaching Activities   | Teaching Activities/Focus Questions   |
| <p>Add near doubles, including decimals.</p> <p>VOCABULARY<br/>double<br/>near double</p> <p>RESOURCES<br/>Whiteboards</p> | <ul style="list-style-type: none"> <li>Revise doubling and adjusting with whole number near doubles such as <math>35 + 36</math>; <math>25 + 27</math>; <math>150 + 160</math>.</li> <li>Set examples for children to answer orally and ask them to explain their methods. Give children further practice with answers to be shown on whiteboards.</li> <li>Ask:               <div>Q What is <math>16 + 17</math>?</div> <div>Q What is <math>1.6 + 1.7</math>?</div> <div>Q How did you work it out?</div> </li> <li>Use other examples to establish how knowledge of whole number near doubles can be used to derive the answer to the decimal addition. Give children further additions involving near double decimals.</li> </ul> <p>Encourage them to find the whole number answers first if it helps.</p> | <p>Add several numbers.</p> <p>Use a variety of strategies for mental addition.</p> <p>Solve mathematical problems or puzzles, recognise and explain patterns and relationships.</p> <p>VOCABULARY<br/>row<br/>column<br/>diagonal<br/>multiple</p> <p>RESOURCES<br/>Activity sheet 9.1<br/>OHT 9.1<br/>OHT 9.2<br/>OHT 9.3</p> | <ul style="list-style-type: none"> <li>Show OHT 9.1. Ask the children to find the total of given rows and then given columns.               <div>Q What do you notice about the totals?</div> <p>Establish the totals are the same.</p> <div>Q Can you find any other patterns in the square?</div> <p>Allow time for children to discuss in pairs, then take feedback, drawing out and listing points such as the following on the board:</p> <ul style="list-style-type: none"> <li>All rows, columns and diagonals have the same total (42).</li> <li>The sum of each pair of numbers on opposite sides of the centre is twice the middle number.</li> <li>The odd numbers are at the corners.</li> <li>The sum of the corner numbers is equal to the sum of the numbers in the middle of each side.</li> </ul> </li> <li>Remind children that this is a 3 by 3 magic square.               <div>Q Suppose we subtract 7 from each number, will it still be a magic square?</div> <p>Discuss children's views and get them to confirm it is still a magic square.</p> <div>Q What is the 'magic total' for this square? How could you have predicted this?</div> <p>Collect answers and work through other cases where a number is added to or subtracted from the numbers in the square.</p> </li> <li>List some of the 'magic totals' for the different squares.               <div>Q What do you notice about these totals?</div> <p>Establish they are multiples of 3. Refer back to OHT 9.1 and remind children that the total is the middle number multiplied by 3.</p> </li> <li>Show OHT 9.2. Ask children to sum the first row, then the first column. Confirm these each total 46.               <div>Q Is 46 a multiple of 4?</div> <p>Agree it is not. Ask children to sum the other rows and columns to confirm they all total 46.</p> <div>Q Can you find any other sets of four numbers that total 46?</div> <p>Ask children to work in pairs to find sets of four numbers.</p> </li> </ul> | <ul style="list-style-type: none"> <li>Collect their answers and discuss the sets of four numbers they identified and confirm they total 46.</li> <li>Show OHT 9.3 and explain that it is made up of four magic squares put together. Pick any set of four numbers that lie on a diagonal e.g. 16, 13, 7, 10 or 8, 18, 15, 5.</li> </ul> <p>Ask children to sum these. Confirm they come to 46. Say that you think every diagonal of 4 numbers will sum to 46. Give out Activity sheet 9.1 and ask children to select sets of four diagonal numbers and add them to test the claim. Collect answers and discuss the patterns.</p> <p>HOMEWORK – Ask children to use what they have learned in the lesson to make a table similar to that on Activity sheet 9.1 where the four diagonal numbers will sum to 30.</p> <div> <p><b>By the end of the lesson, children should be able to:</b></p> <ul style="list-style-type: none"> <li>Add mentally several numbers;</li> <li>Recognise and explain patterns and relationships in magic squares.</li> </ul> <p>(Refer to supplement of examples, section 6, pages 43 and 75.)</p> </div> |

| Planning sheet   | Day Four   | Unit 9 <i>Addition and subtraction 1</i>  | Term: <i>Spring</i>  | Year Group: 5                       |
|--|--|---|--|-------------------------------------|
| Oral and Mental  |  | Main Teaching   |  | Plenary                             |
| Objectives and Vocabulary                              | Teaching Activities  | Objectives and Vocabulary   | Teaching Activities  | Teaching Activities/Focus Questions |
| Use the relationship between addition and subtraction. | <ul style="list-style-type: none"><li>Write a statement such as <math>47 + 35 = 82</math> on the board.</li></ul> <div>Q Is this correct?</div> <p>Confirm it is. Then ask the children to show the answer to the following on whiteboards:<br/><math>82 - 35</math>; <math>35 + 47</math>; <math>82 - 47</math>.</p> <div>Q How do you know your answers are correct?</div> <ul style="list-style-type: none"><li>Ensure the children understand how to use the first number statement to generate the answers.</li><li>Establish that additions can be done in any order but subtractions cannot and that addition and subtraction are inverse operations.</li><li>Repeat the activity with examples such as <math>243 + 487 = 730</math>, asking children to show answers to related facts.</li><li>Write 342, 489 and 147 on the board. Ask a child to give a number statement using all three numbers. Record this on the board. Ask for the other three statements.</li><li>Provide further sets of numbers for children to record the four number statements.</li></ul> | Use informal pencil and paper methods to support, record or explain additions and subtractions. | <ul style="list-style-type: none"><li>Discuss the homework with the children. Collect some examples and establish that by subtracting 4 from each number in the table, the total will be 30.</li><li>Write <math>468 + 573</math> on the board and ask children to suggest how they might work out the total. Discuss suggestions and demonstrate the informal method of adding the most or the least significant digits first, i.e.</li></ul> <div><div><div><div>468</div><div><div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> 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| Planning sheet   | Day Five  | Unit 9 <i>Addition and subtraction 1</i>   | Term: <i>Spring</i>  | Year Group: 5   |
|--|---|--|--|---|
| Oral and Mental  |   | Main Teaching  |  | Plenary   |
| Objectives and Vocabulary  | Teaching Activities   | Objectives and vocabulary  | Teaching Activities  | Teaching Activities/<br>Focus Questions   |
| <p>Choose and use appropriate ways of calculating: mental, mental with jottings, written methods, and calculator.</p> <p>VOCABULARY<br/>mental<br/>jottings<br/>written method<br/>strategy</p> <p>RESOURCES<br/>Whiteboards</p> | <ul style="list-style-type: none"> <li>Display a variety of calculations such as:<br/><br/> <math>374 - 97</math><br/> <math>527 + 240</math><br/> <math>685 + 567</math><br/> <math>736 - 468</math><br/> <math>135 + 74</math><br/> <math>479 - 241</math><br/> <math>48 + 50 + 52</math><br/> <math>2.4 + 2.6</math><br/> <math>3 - 1.9</math> </li> </ul> <p><b>Q</b> Which of these can you work out in your head?</p> <ul style="list-style-type: none"> <li>Allow a little time then discuss the chosen examples. Invite children to explain the strategies they used.</li> </ul> <p><b>Q</b> Which can you work out using jottings to help you?</p> <ul style="list-style-type: none"> <li>Discuss as before and invite children to record their suggested jottings on the board.</li> </ul> <p><b>Q</b> Which would you set out as a written calculation?</p> <ul style="list-style-type: none"> <li>Discuss as before and record the children's methods on the board.</li> <li>Write on the board: <math>160 - 60</math>; <math>160 - 69</math>; <math>164 - 117</math> and ask children using whiteboards to work these out using any method they choose. Collect answers and methods and discuss choices and reasons.</li> <li>Remind children that they should always try to work out a calculation mentally before using any other method.</li> </ul> | <p>Choose and use appropriate ways of calculating: mental, mental with jottings, written methods.</p> <p>VOCABULARY<br/>operation<br/>calculate/calculation<br/>mental<br/>written method<br/>calculator<br/>strategy<br/>jottings</p> <p>RESOURCES<br/>Resource sheet 9.1</p> | <ul style="list-style-type: none"> <li>Remind the children of the methods of addition and subtraction that they have been using during the week. Ask children for examples related to each of the methods.</li> <li>Give out Resource sheet 9.1. Ask children to look through the 12 additions under A and in pairs select those they can do in their heads. Collect answers and discuss the methods the children used.</li> <li>Repeat for the 12 subtractions under B.</li> <li>Ask children to do the other questions under A and B using jottings or written methods. Collect methods and solutions.</li> </ul> <p><b>Q</b> What helps you decide which method to use for an addition or subtraction calculation?</p> <p>Discuss the different ideas and clues the children use. Encourage them to refer back to the methods they have been taught during the week.</p> <ul style="list-style-type: none"> <li>Discuss the first six combined addition and subtraction questions under C. Remind children to work from left to right. Encourage children to do them mentally or with jottings. Collect and discuss methods and solutions.</li> <li>Repeat with the next six questions. Encourage children to think about what they are adding and subtracting to the first number. Use a number line to help them to see the pattern.</li> </ul>  <p>Use the above for question 9 to show that <math>200 - 87 + 86 = 200 - 1 = 199</math>.</p> <p>Emphasise that it is important to use the number line this way to avoid mistakes.</p> <ul style="list-style-type: none"> <li>Ask children to complete the calculations under C.</li> </ul> | <ul style="list-style-type: none"> <li>Collect answers and discuss their methods.</li> <li>On the board write: 678</li> </ul> <p><b>Q</b> What numbers can you add to 678 in your head?</p> <p>List suggestions and ensure they reflect the methods taught during the week.</p> <p><b>Q</b> For which numbers will you require a written method?</p> <p>Collect answers and reasons.</p> <ul style="list-style-type: none"> <li>Write 423 on the board and repeat as above for numbers subtracted from 423.</li> </ul> <p><b>By the end of the lesson, the children should be able to:</b></p> <ul style="list-style-type: none"> <li><b>Decide whether calculations can be done mentally or using pencil and paper.</b></li> </ul> <p>(Refer to supplement of examples, section 6, page 75.)</p> |

|    |    |    |
|----|----|----|
| 13 | 18 | 11 |
| 12 | 14 | 16 |
| 17 | 10 | 15 |

|    |    |    |    |
|----|----|----|----|
| 17 | 10 | 15 | 4  |
| 14 | 5  | 16 | 11 |
| 8  | 19 | 6  | 13 |
| 7  | 12 | 9  | 18 |



|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 17 | 10 | 15 | 4  | 17 | 10 | 15 | 4  |
| 14 | 5  | 16 | 11 | 14 | 5  | 16 | 11 |
| 8  | 19 | 6  | 13 | 8  | 19 | 6  | 13 |
| 7  | 12 | 9  | 18 | 7  | 12 | 9  | 18 |
| 17 | 10 | 15 | 4  | 17 | 10 | 15 | 4  |
| 14 | 5  | 16 | 11 | 14 | 5  | 16 | 11 |
| 8  | 19 | 6  | 13 | 8  | 19 | 6  | 13 |
| 7  | 12 | 9  | 18 | 7  | 12 | 9  | 18 |

**A**

- |                              |                           |                                |
|------------------------------|---------------------------|--------------------------------|
| <b>1.</b> $314 + 53$         | <b>2.</b> $39 + 38$       | <b>3.</b> $146 + 19$           |
| <b>4.</b> $444 + 333$        | <b>5.</b> $533 + 388$     | <b>6.</b> $85 + 205$           |
| <b>7.</b> $374 + 456$        | <b>8.</b> $678 + 99$      | <b>9.</b> $56 + 13 + 7$        |
| <b>10.</b> $532 + 118 + 336$ | <b>11.</b> $60 + 20 + 30$ | <b>12.</b> $11 + 16 + 19 + 14$ |

**B**

- |                        |                        |                        |
|------------------------|------------------------|------------------------|
| <b>1.</b> $277 - 23$   | <b>2.</b> $141 - 9$    | <b>3.</b> $340 - 130$  |
| <b>4.</b> $527 - 311$  | <b>5.</b> $450 - 149$  | <b>6.</b> $510 - 250$  |
| <b>7.</b> $87 - 38$    | <b>8.</b> $173 - 66$   | <b>9.</b> $277 - 178$  |
| <b>10.</b> $600 - 180$ | <b>11.</b> $900 - 749$ | <b>12.</b> $871 - 165$ |

**C**

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| <b>1.</b> $140 + 60 - 20$           | <b>2.</b> $210 - 8 + 40$            |
| <b>3.</b> $64 - 19 + 2$             | <b>4.</b> $100 - 39 - 39$           |
| <b>5.</b> $50 + 19 + 29$            | <b>6.</b> $43 + 17 - 30$            |
| <b>7.</b> $200 - 100 + 100$         | <b>8.</b> $750 + 50 - 50$           |
| <b>9.</b> $200 - 87 + 86$           | <b>10.</b> $500 - 74 + 75$          |
| <b>11.</b> $124 + 58 - 56$          | <b>12.</b> $315 + 47 - 44$          |
| <b>13.</b> $40 + 9 + 8 + 7$         | <b>14.</b> $136 - 14 - 12 - 10$     |
| <b>15.</b> $110 + 9 + 19 + 29 + 39$ | <b>16.</b> $130 - 9 - 19 - 29 - 39$ |