October Math Packet

Name

Parent Signature

(Parents, please sign once you have checked over the math packet problems for accuracy)
   Mark saved 2 dollars more.  
   How much did Mark save?  
   $5.20

2. Tom spent $1.15.  
   Jody spent 4 nickels more.  
   How much did Jody spend?  

   Ms. Shore spent 3 quarters more.  
   How much did Ms. Shore spend?  

4. Mr. Neel saved $1.30.  
   Mr. Frank saved 4 dimes less.  
   How much did Mr. Frank save?  

5. Mary saved $5.25.  
   Larry saved 6 quarters more.  
   How much did Larry save?  

   Noel spent 3 dimes and 1 nickel less.  
   How much did Noel spend?  

7. Ted spent $2.10.  
   Bobby spent 2 half dollars and  
   1 quarter more.  
   How much did Bobby spend?
Magical Math Webs

In a magical math web, the sum of the numbers along each diagonal line is the same. Complete the math webs using the numerals 1 through 9 only once in each web.

A. The sum is 14.

B. The sum is 12.

C. The sum is 15.

D. The sum is 13.

E. The sum is 16.

F. The sum is 18.

Challenge! Create your own magical math web using numerals 11 through 20.
What time is it now? __________

What time will it be in 10 minutes? __________

What time is it now? __________

What time will it be in half an hour? __________

What time is it now? __________

What time was it 15 minutes ago? __________

What time is it now? __________

What time was it 20 minutes ago? __________

What time is it now? __________

What time will it be in 20 minutes? __________

What time is it now? __________

What time will it be in 45 minutes? __________
Some Sums

DIRECTIONS: First add the ones. Then add the tens. Trade 10 tens for a hundred. Write the sum. One is done for you.

1. \[ \begin{array}{r} 56 \hspace{1cm} 2 \hspace{1cm} 34 \hspace{1cm} 3 \hspace{1cm} 40 \hspace{1cm} 4 \hspace{1cm} 83 \\ + \hspace{1cm} 72 \hspace{1cm} + \hspace{1cm} 84 \hspace{1cm} + \hspace{1cm} 98 \hspace{1cm} + \hspace{1cm} 56 \end{array} \]
   \[ \hspace{1cm} 128 \]

5. \[ \begin{array}{r} 97 \hspace{1cm} 6 \hspace{1cm} 53 \hspace{1cm} 7 \hspace{1cm} 36 \hspace{1cm} 8 \hspace{1cm} 32 \\ + \hspace{1cm} 21 \hspace{1cm} + \hspace{1cm} 75 \hspace{1cm} + \hspace{1cm} 73 \hspace{1cm} + \hspace{1cm} 95 \end{array} \]

Write each sum.

9. \[ \begin{array}{r} 260 \hspace{1cm} 341 \hspace{1cm} 150 \hspace{1cm} 548 \\ + \hspace{1cm} 386 \hspace{1cm} + \hspace{1cm} 495 \hspace{1cm} + \hspace{1cm} 679 \hspace{1cm} + \hspace{1cm} 281 \end{array} \]

13. \[ \begin{array}{r} 153 \hspace{1cm} 153 \hspace{1cm} 153 \hspace{1cm} 153 \\ + \hspace{1cm} 473 \hspace{1cm} + \hspace{1cm} 95 \hspace{1cm} + \hspace{1cm} 268 \hspace{1cm} + \hspace{1cm} 164 \end{array} \]

17. \[ \begin{array}{r} 491 \hspace{1cm} 372 \hspace{1cm} 185 \hspace{1cm} 290 \\ + \hspace{1cm} 468 \hspace{1cm} + \hspace{1cm} 283 \hspace{1cm} + \hspace{1cm} 692 \hspace{1cm} + \hspace{1cm} 156 \end{array} \]

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Goal: To add 2-digit and 3-digit numbers, carrying to the hundreds place
## More Addition
### Three-Digit Numbers

Find the sum.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>497</td>
<td>+628</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>6.</td>
<td>468</td>
<td>123</td>
<td>+372</td>
</tr>
<tr>
<td>7.</td>
<td>203</td>
<td>75</td>
<td>+849</td>
</tr>
<tr>
<td>8.</td>
<td>452</td>
<td>268</td>
<td>+173</td>
</tr>
<tr>
<td>9.</td>
<td>511</td>
<td>89</td>
<td>+265</td>
</tr>
<tr>
<td>10.</td>
<td>496</td>
<td>145</td>
<td>+306</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>321</td>
<td>450</td>
<td>+147</td>
</tr>
<tr>
<td>12.</td>
<td>53</td>
<td>675</td>
<td>+219</td>
</tr>
<tr>
<td>13.</td>
<td>679</td>
<td>102</td>
<td>+328</td>
</tr>
<tr>
<td>14.</td>
<td>825</td>
<td>319</td>
<td>+ 89</td>
</tr>
<tr>
<td>15.</td>
<td>209</td>
<td>425</td>
<td>+ 85</td>
</tr>
</tbody>
</table>

## Mixed Applications

16. Train Treats sells 547 rolls and 665 bagels each morning to people riding the train to work. How many rolls and bagels do they sell?

17. Train Treats orders 284 boxes of herbal tea. A supply of 549 boxes is already on hand. How many boxes will there be when the order comes in?

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## HEALTH CONNECTION

18. Ming wants to do 100 push-ups each week. She had done 85 push-ups after 6 days, and just did 20 more on the seventh day. Did Ming reach her goal?

19. Ron runs around the 440-yard track with his dad twice in one day. He runs it one time the next day. How many yards does Ron run in both days?
At Jon’s birthday party everyone played video games, but they forgot to put their names on the score cards. Can you write the correct name on each score card? Be sure to read the clues at the bottom of the page.

<table>
<thead>
<tr>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jon</td>
<td>222</td>
</tr>
<tr>
<td>Erica</td>
<td>?</td>
</tr>
<tr>
<td>Adam</td>
<td>264</td>
</tr>
<tr>
<td>Marta</td>
<td>178</td>
</tr>
<tr>
<td>Samantha</td>
<td>?</td>
</tr>
<tr>
<td>Casey</td>
<td>332</td>
</tr>
<tr>
<td>Benjie</td>
<td>?</td>
</tr>
<tr>
<td>Michael</td>
<td>249</td>
</tr>
</tbody>
</table>

1. \[
\begin{align*}
\text{Name} & \\
\underline{567} & - \underline{235} \\
\end{align*}
\]

2. \[
\begin{align*}
\text{Name} & \\
\underline{172} & + \underline{215} \\
\end{align*}
\]

3. \[
\begin{align*}
\text{Name} & \\
\underline{362} & - \underline{140} \\
\end{align*}
\]

4. \[
\begin{align*}
\text{Name} & \\
\underline{234} & + \underline{45} \\
\end{align*}
\]

5. \[
\begin{align*}
\text{Name} & \\
\underline{117} & + \underline{132} \\
\end{align*}
\]

6. \[
\begin{align*}
\text{Name} & \\
\underline{296} & - \underline{32} \\
\end{align*}
\]

7. \[
\begin{align*}
\text{Name} & \\
\underline{45} & + \underline{133} \\
\end{align*}
\]

8. \[
\begin{align*}
\text{Name} & \\
\underline{724} & - \underline{403} \\
\end{align*}
\]

Samantha’s score was the highest. The sum of the numbers in Erica’s score is 6. Benjie’s score was higher than Adam’s.
Logical Thinking

Teacher Directions: Children can apply thinking skills to solve simple logic puzzles with the help of graphs. The two graphs below may be duplicated for individual use or enlarged for group discussion. You might want to have your students make up other logic puzzles for friends to solve.

Three families fixed snacks for Halloween. Match each family’s name with the correct snack. Here are three clues:

1. The Halls did not have cookies.
2. The Neals used chocolate chips in their snack.
3. The Webbs put lots of butter and salt on their snack.

<table>
<thead>
<tr>
<th></th>
<th>Webb</th>
<th>Hall</th>
<th>Neal</th>
</tr>
</thead>
<tbody>
<tr>
<td>cookies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>popcorn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>candy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>apples</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Four friends went to a Halloween party. One was dressed as a pirate, one as a princess, one as a clown, and one as a rabbit. Your clues are:

1. John did not wear a crown.
2. Sally’s bright red nose kept slipping down.
3. Mary was not the pirate.
4. Bill’s sword was made of black cardboard.

<table>
<thead>
<tr>
<th></th>
<th>pirate</th>
<th>princess</th>
<th>clown</th>
<th>rabbit</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sally</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Adding Money

DIRECTIONS: First add the pennies. Trade 10 pennies for a dime and add the dimes. Trade 10 dimes for a dollar and add the dollars. One is done for you.

1. $2.54 + 1.77 = $4.31
2. $5.67 + 3.95 = $9.62
3. $3.65 + 4.59 = $8.24
4. $4.49 + 2.61 = $7.10

5. $4.58 + 1.66 = $6.24
6. $1.99 + 3.45 = $5.44
7. $2.35 + 4.77 = $7.12
8. $5.87 + 1.63 = $7.50

Write the total amount of money.

9. $2.75 .36 + 3.10 = $6.21
10. $5.89 2.73 + .88 = $9.50
11. $4.44 5.90 + .26 = $10.60
12. $ .56 2.41 + 4.95 = $7.92

13. $1.46 + 3.56 = $5.02
14. $3.07 + .99 = $4.06
15. $2.85 + 1.55 = $4.40
16. $3.65 + .97 = $4.62

17. $3.71 .69 + 2.25 = $6.65
18. $2.88 .87 + 3.23 = $7.02
19. $1.59 .54 + 4.62 = $6.75
20. $5.75 .85 + 2.44 = $9.04

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Goal: To add money
Mental Math in the Middle Grades

Lesson 1 One Step at a Time

Power Builder B

1. 200 + 600 + 50 = ___________
2. 300 + 800 + 90 = ___________
3. 30 + 700 + 500 = ___________
4. 50 + 800 + 400 = ___________
5. 700 + 100 + 90 = ___________
6. 900 + 40 + 500 = ___________
7. 600 + 800 + 20 = ___________
8. 300 + 70 + 500 = ___________
9. 700 + 600 + 50 + 40 = ___________
10. 800 + 700 + 30 + 20 = ___________
11. 300 + 7000 + 50 = ___________
12. 1000 + 90 + 500 = ___________
13. 800 + 70 + 5000 = ___________
14. 4000 + 600 + 6000 = ___________
15. 900 + 80 + 2000 = ___________
16. 300 + 7000 + 400 + 50 = ___________
17. 200 + 80 + 8000 = ___________
18. 100 + 50 + 4000 + 2000 = ___________
19. 6000 + 400 + 300 + 2000 = ___________
20. 5000 + 20 + 2000 + 100 = ___________

Think it Through

I have five coins in my pocket. Together they are worth 55 cents. What coins do I have?

Choose one of the problems that you completed above and explain how you got your answer using words and numbers! (Explain your thinking.)
What's the Difference?

**DIRECTIONS:** If you need more ones, trade 1 ten for 10 ones. If you need more tens, trade 1 hundred for 10 tens. Write the difference. One is done for you.

1. \[\begin{array}{c} 4121 \\ - 167 \end{array} \] = 364
2. \[\begin{array}{c} 768 \\ - 299 \end{array} \] = 469
3. \[\begin{array}{c} 914 \\ - 428 \end{array} \] = 486
4. \[\begin{array}{c} 623 \\ - 356 \end{array} \] = 267

5. \[\begin{array}{c} 756 \\ - 97 \end{array} \] = 659
6. \[\begin{array}{c} 815 \\ - 46 \end{array} \] = 769
7. \[\begin{array}{c} 651 \\ - 266 \end{array} \] = 385
8. \[\begin{array}{c} 883 \\ - 395 \end{array} \] = 488

- Solve each problem. Write the answer on the line.

9. Joe baked 355 pies. He sold 167 pies. How many were left?

10. He baked 125 cakes. 67 cakes were chocolate. How many were not chocolate?
Columbus Day Math

Christopher Columbus wanted to find a new route to the Indies. He set sail from Spain with three ships. When Columbus landed in the Americas on October 12, 1492, he discovered a new world.

Look at Columbus’s ships. Use one number from each ship to write ten problems, each of which has a sum of 20. (Example: \(6 + 5 + 9 = 20\))

A. \[\square + \square + \square = 20\]  
B. \[\square + \square + \square = 20\]  
C. \[\square + \square + \square = 20\]  
D. \[\square + \square + \square = 20\]  
E. \[\square + \square + \square = 20\]

F. \[\square + \square + \square = 20\]  
G. \[\square + \square + \square = 20\]  
H. \[\square + \square + \square = 20\]  
I. \[\square + \square + \square = 20\]  
J. \[\square + \square + \square = 20\]

Brainwork! Use one number from each ship to write five problems each of which has a sum of 18.
Counting Bills and Coins

Count the money and write the amount.

1. 

2. 

3. 

4. 

5. 

6. 

Mixed Applications

Use the picture for Exercises 7–9.

7. Delinda has three $1 bills, 3 quarters, and 2 pennies. Does she have enough money to buy the crayons?

8. Carmen has four $1 bills, 2 quarters, 1 nickel, and 2 pennies. She buys the markers and the pencils. What coins does she have left?

NUMBER SENSE

9. Ben buys the crayons and the pencils. He pays for his purchase with 5 bills and 5 coins. What bills and coins are they?
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>7 + 9 =</td>
<td>9 + 6 =</td>
<td>9 + 4 =</td>
</tr>
<tr>
<td>6 + 8 =</td>
<td>6 + 7 =</td>
<td>8 + 8 =</td>
</tr>
<tr>
<td>9 + 2 =</td>
<td>57 + 5 =</td>
<td>3 + 8 =</td>
</tr>
<tr>
<td>66 + 7 =</td>
<td>6 + 6 =</td>
<td>8 + 9 =</td>
</tr>
<tr>
<td>7 + 7 =</td>
<td>2 + 9 =</td>
<td>27 + 8 =</td>
</tr>
<tr>
<td>5 + 6 =</td>
<td>5 + 9 =</td>
<td>7 + 5 =</td>
</tr>
<tr>
<td>8 + 4 =</td>
<td>15 + 6 =</td>
<td>9 + 7 =</td>
</tr>
<tr>
<td>43 + 8 =</td>
<td>9 + 3 =</td>
<td>5 + 8 =</td>
</tr>
<tr>
<td>8 + 7 =</td>
<td>8 + 5 =</td>
<td>32 + 9 =</td>
</tr>
<tr>
<td>9 + 8 =</td>
<td>4 + 7 =</td>
<td>6 + 5 =</td>
</tr>
<tr>
<td>4 + 9 =</td>
<td>74 + 9 =</td>
<td>7 + 6 =</td>
</tr>
<tr>
<td>5 + 7 =</td>
<td>7 + 8 =</td>
<td>3 + 9 =</td>
</tr>
<tr>
<td>18 + 8 =</td>
<td>8 + 3 =</td>
<td>6 + 9 =</td>
</tr>
<tr>
<td>9 + 5 =</td>
<td>4 + 8 =</td>
<td>87 + 7 =</td>
</tr>
<tr>
<td>7 + 4 =</td>
<td>9 + 9 =</td>
<td>8 + 6 =</td>
</tr>
</tbody>
</table>

“Help me get ready for the party,” said mother.

“I’ll get 7 dishes,” said Ann.

“I’ll get 6 dishes,” said Tom.

How many dishes did they get?

Ann and Tom helped mother by getting ___ dishes.

“I have 48¢ in my bank,” said Jack.

“Here is 8¢ more,” said daddy. “How much money do you have in your bank now?”

Jack said, “Now I have ___¢ in my bank.”
Subtraction of Three Digit Numbers with Regrouping

1. 462 - 278
   184

2. 767 - 479
   288

3. 885 - 396
   489

4. 253 - 189
   64

5. 302 - 136
   166

6. 931 - 478
   453

7. 700 - 382
   318

8. 572 - 284
   288

9. 256 - 178
   78

10. 860 - 377
    483

11. 971 - 293
    678

12. 653 - 296
    357

13. 543 - 489
    54

14. 322 - 178
    144
Comparing Amounts of Money

Ring the letter of the matching amount.

1. a.  
2. a.  

Mixed Applications

3. A chess set costs $6.49. Gilda has one $5 bill, one $1 bill, and 4 nickels. How much more money does she need?

4. Hans earns $5.00 baby-sitting. He wants to buy a board game for $3.95 and a comic book for $0.75. Does he have enough money?

5. Lani has one $5 bill, two $1 bills, 3 quarters, 3 dimes, and 4 pennies. Can she buy a book for $6.95?

6. Wes wants to buy a kite for $5.49, string for $2.25, and ribbon for $1.79. How much do the three items cost?

MIXED REVIEW

Find the sum or difference.

1. $5.95
   + 1.79
   = ______

2. $2.97
   + 8.25
   = ______

3. $8.00
   - 2.49
   = ______

4. $9.70
   + 2.43
   = ______

5. $6.59
   - 4.95
   = ______
Subtracting With Zeros

DIRECTIONS: If you need more ones, trade 1 ten for 10 ones. If you need more tens, trade 1 hundred for 10 tens. Write the difference. One is done for you.

1. \[ \begin{array}{c} \hline 504 \\ - 125 \\ \hline 379 \end{array} \]
2. \[ \begin{array}{c} \hline 700 \\ - 336 \\ \hline \end{array} \]
3. \[ \begin{array}{c} \hline 903 \\ - 258 \\ \hline \end{array} \]
4. \[ \begin{array}{c} \hline 500 \\ - 141 \\ \hline \end{array} \]

5. \[ \begin{array}{c} \hline 607 \\ - 89 \\ \hline \end{array} \]
6. \[ \begin{array}{c} \hline 304 \\ - 125 \\ \hline \end{array} \]
7. \[ \begin{array}{c} \hline 800 \\ - 63 \\ \hline \end{array} \]
8. \[ \begin{array}{c} \hline 502 \\ - 44 \\ \hline \end{array} \]

Fill in the missing numbers. One is done for you.

9. \[ \begin{array}{c} \hline 201 \\ 600 \\ 503 \\ \hline \end{array} - 94 \]

10. \[ \begin{array}{c} \hline \hline 804 \\ 300 \\ 721 \end{array} - 156 \]

11. \[ \begin{array}{c} \hline 200 \\ 305 \\ 407 \end{array} - 78 \]

12. \[ \begin{array}{c} \hline 501 \\ 800 \\ 602 \end{array} - 233 \]

Goal: To subtract with zeros