Exercise	Content
6a	Addition (18 + 8)
6b	Subtraction (18 − 8)
6c	Mental Math
7	Communicate Math Understanding Estimation
8	Communicate Math Understanding Estimation
9	Extra Information Subtraction (39 − 15)
10	Number Patterns
11	Extra Information Subtraction
12	Addition

Students use underlying processes and mathematical tools for Exercises 6–12. Remind students to check for reasonableness when solving each problem.

Exercise 6
Using Bar Graphs *In the bar graph, how can you find out how many sea turtles there are?* [Look at where the bar for sea turtles ends, and follow it over to the number. It is 18.] *How can you find the total number of sea turtles and snow leopards?* [Add the two values together. 8 + 18 = 26]

Exercise 7
Problem-Solving Strategy: Use Reasoning Encourage students to use the information given in the problem to make conclusions. *What numbers is Don adding?* [407 and 512] *How can you determine if his sum will be less than 1,000?* [Estimate the sum.]

Exercise 11
Think About the Process *What operation does the phrase "how many more" imply?* [Subtraction, so you can eliminate choices C and D.] *Which 2 values should you use in your equation?* [35 and 15]
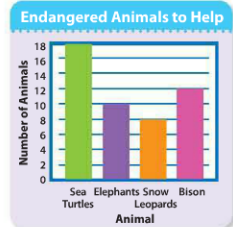
Exercise 12
Language of Math: Identify Relationships Remind students that in math situations, the word "together" suggests addition. *What words tell you to add?* [Together they brought home 116 seashells.]

For **6**, use the bar graph at the right.

6. Foster Middle School raised money to help care for some endangered animals. The bar graph shows the number of animals they will help with the money raised.

Endangered Animals to Help

a How many sea turtles and snow leopards can they help? **26 animals**

b What is the difference between the greatest number of animals to be helped and the least number to be helped? **10 animals**

c Show how you can use mental math to find the total number of animals helped. **See margin.**

7. **Writing to Explain** Don is adding 407 and 512. How do you know his sum will be less than 1,000? **See margin.**

8. **Writing to Explain** Is 1,200 a good estimate for the difference of 4,725 − 2,689? Explain. **See margin.**

9. A planetarium is 39 miles from Marco's school. The class leaves for the field trip at 8:00 A.M. After driving for 17 minutes and traveling 15 miles, the driver of the bus got caught in traffic. How many more miles are left to travel to the planetarium? Write an equation to solve. **Sample answer: 39 − 15 = n; n = 24; There are 24 more miles to travel.**

10. Marlee is taking a class to improve her reading. She began reading a book on Monday and completed 3 pages. Tuesday she read 6 pages, Wednesday, 12 pages. If this pattern continues, how many pages will Marlee read on Friday? **48 pages**

Think About the Process

11. Three fifth-grade classes took a survey and found that 35 students take the bus to school, 25 come by car, 15 walk, and 5 ride their bikes. Which shows how to find how many more students take the bus than walk?

A Subtract 35 from 5

B Subtract 15 from 35

C Add 15 and 35

D Add 35 and 5

12. Darcy brought home 43 seashells from his vacation. Rich brought home x shells. Together they brought home 116 seashells. Which equation can you solve to find the number of shells Rich brought home?

A $43 + x = 116$

B $116 + x = 43$

C $116 + 43 = x$

D $x − 43 = 116$

36

6c Sample answer: You can group compatible numbers: $(8 + 12) + 10 + 18 = 20 + 10 + 18 = 30 + 18 = 48$

7. Sample answer: 407 is closer to 400 than 500 and 512 is closer to 500 than 600; 400 + 500 = 900.

8. No; 4,725 is close to 4,700 and 2,689 is close to 2,700. 4,700 − 2,700 = 2,000.