Flip Over Math™ • Addition & Subtraction

Grades 1-4

• 46 hands-on math activities
• Perfect for small groups
• For use with 5 unique manipulatives
• Self-checking with a flip of the page!

Based on NCTM Standards
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**Teaching Notes/Introduction**

Your class will flip – and never flop – when they use *Flip Over Math*!

*Flip Over Math* pairs five favorites hands-on manipulatives with exciting new activities that ratchet up number sense and number operations skills for grades 1-4. The activities reinforce basic knowledge and proficiency while stimulating cognitive thinking and problem solving skills. Working independently or in small groups, students will make the transition from basic counting techniques to a more sophisticated understanding of number relationships, place value, and number operations.

According to the NCTM Principles and Standards for School Mathematics,

> As students work with numbers, they gradually develop flexibility in thinking about numbers, which is a hallmark of number sense. Students may model twenty-five with beans and bean sticks or with two dimes and a nickel, or they may say that it is 2 tens and 5 ones, five more than twenty, or halfway between twenty and thirty.

*Flip Over Math* puts the power to develop this flexibility of thinking right in your hands. Each set combines five different manipulatives with self-checking activities that reinforce the NCTM Number and Operations strand.

Each activity uses one particular manipulative. As the activities progress in difficulty, children will use each manipulative in turn to practice specific skills. By experimenting with a variety of materials, students will be better able to understand the common principles and patterns underlying basic number operations. They will be able to transfer what they have learned from one hands-on tool to another.

This process is not automatic. Young children often associate certain operations with the manipulative they have used to learn those operations. In these situations, a student might perform an operation flawlessly using one manipulative. Yet, if the manipulative is changed, the student might not be able to apply what he or she has learned to the new manipulative.

By using several manipulatives to teach the same concepts and skills, students are better able to grasp the underlying operations. Ultimately, students will progress from working at the level of concrete representation to that of abstract symbol.
The activities in this *Flip Over Math* book help students acquire the knowledge and skills needed to achieve the standards set by the National Council of Teachers of Mathematics in the Number and Operations strand. There are activities for each of the recommended skills listed in Principles and Standards for School Mathematics.

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Flip Over Math Components

Each Flip Over Math set features an activity book and a tub of five favorite math manipulatives. The manipulatives are provided in quantities ideal for independent use or for up to four children working together. For ease and convenience, the manipulatives are packaged in a compartmentalized storage tote and contain small parts, not for children under three years of age.

Each tote contains:
- 100 Plastic Pattern Blocks in 6 shapes
- 48 Connecting People®, in 4 colors and 3 sizes
- 74 Connecting Cuisenaire® Rods, in 10 lengths
- 100 Plastic Coins – 25 each of Quarters, Dimes, Nickels and Pennies
- 200 Bean Counters™

This full-color, self checking convenient flip book contains 46 progressively more challenging addition and subtraction activities. The free-standing book is perfect for use at a learning center.

Students read the instructions on each activity page. They use the specified manipulative to solve the problem. Then students may flip over the page of the book and turn the stand around to see the correct answer and check their work. Students will be asked to write one or more equations for each activity. Please provide students with paper to prevent them from writing directly in the flip book. A reproducible number line has been provided on this page for use with the Connecting Cuisenaire Rod activities. While students will be able to count the number of units in each Connecting Cuisenaire Rod, students may use the number line to quickly determine each rod’s length. The number line will be particularly helpful if students are using regular Cuisenaire Rods.

In the Flip Over Math activities, students will come across the following terms that describe number operations. You may wish to familiarize your students with these terms before they begin the activities.

**Addition**
- altogether
- in all
- in total
- add
- sum of

**Subtraction**
- the difference
- are left
- remove
- take away
- left over
- subtract

**Comparison**
- longer than/shorer than
- greater than/less than/fewer
“Greater Than” or “Less Than” with Connecting Cuisenaire® Rods

Use the Connecting Rods to solve the problems. Flip over the page when you are done to check your work.

1. Put 1 purple rod and 1 lime green rod together to make a train. How many units long is your train?

2. Now make a second train. Use 2 red rods and 2 white rods. How many units long is this train?

3. Lay the two trains side by side. Which train is longer? By how much?

4. Write the subtraction equation.
“Greater Than” or “Less Than” with Connecting Cuisenaire® Rods

Answer Key

1. Put 1 purple rod and 1 lime green rod together to make a train. How many units long is your train? **Answer: 7 units**

![Image of purple and lime green rods](image)

2. Now make a second train. Use 2 red rods and 2 white rods. How many units long is this train? **Answer: 6 units**

![Image of red and white rods](image)

3. Lay the two trains side by side. Which train is longer? **Answer: The first train is longer**
   By how much? **Answer: By 1 white rod or unit**

![Image of trains laid side by side](image)

4. Write the subtraction equation. **Answer: 7 - 6 = 1**
Use the Connecting People to solve the problems. Flip over the page when you are done to check your work.

1. Make a group with 1 large, green woman, 1 large, yellow woman, 1 large, red woman, and 2 medium, yellow boys. How many people are in the group?

2. Make a second group with 1 large, blue man, 1 small, blue boy, and 1 small, yellow boy. How many people are in this group?

3. Which group has fewer people? By how many?

4. Write the subtraction equation.
1. Make a group with 1 large, green woman, 1 large, yellow woman, 1 large, red woman, and 2 medium, yellow boys. How many people are in the group? **Answer: 5**

2. Make a second group with 1 large, blue man, 1 small, blue boy, and 1 small, yellow boy. How many people are in this group? **Answer: 3**

3. Which group has fewer people? **Answer: The second group has fewer people**
   By how many? **Answer: By two fewer people**

4. Write the subtraction equation. **Answer: 5 - 3 = 2**
Basic Grouping and Addition with Pattern Blocks

Follow the directions to make a flower using pattern blocks. Flip over the page when you are done to check your work.

1. Start with 1 yellow pattern block. Add 5 blue pattern blocks to make petals. How many pattern blocks do you have in all?

2. Write the addition equation.

3. Use 8 green pattern blocks to make the flower stem. Add 2 brown pattern blocks for leaves. How many pattern blocks did you use to make the leaves and stem?

4. Write the addition equation.

5. How many pattern blocks have you used in all to make your flower?

6. Write two different addition equations.
1. Start with 1 yellow pattern block. Add 5 blue pattern blocks to make petals. How many pattern blocks do you have in all? **Answer: 6**

2. Write the addition equation. **Answer: 5 + 1 = 6**

3. Use 8 green pattern blocks to make the flower stem. Add 2 brown pattern blocks for leaves. How many pattern blocks did you use to make the leaves and stem? **Answer: 10**

4. Write the addition equation. **Answer: 8 + 2 = 10**

5. How many pattern blocks have you used in all to make your flower? **Answer: 16**

6. Write two different addition equations. **Answers: 8 + 2 + 1 + 5 = 16**  
   **10 + 6 = 16**
Use the Connecting Rods to solve the problems. Flip over the page when you are done to check your work.

1. Put 2 red rods together to make a train. How many units long is your train?

2. Write the addition equation.

3. Now add 4 white rods. How many units long is your train now?

4. Write the addition equation.
Basic Addition with Connecting Cuisenaire® Rods

1. Put 2 red rods together to make a train. How many units long is your train? **Answer: 4 units**

2. Write the addition equation. **Answer: 2 + 2 = 4**

3. Now add 4 white rods. How many units long is your train now? **Answer: 8 units**

4. Write the addition equation. **Answer: 4 + 4 = 8**
Use the Connecting People to solve the problems. Flip over the page when you are done to check your work.

1. Mr. Soo’s kindergarten class has 2 yellow girls, 2 yellow boys, 1 green boy, 2 green girls, 2 blue boys, 1 blue girl, 2 red girls, and 1 red boy. Make the class using small Connecting People. How many students are there in all?

2. The kindergarten students all have Reading Buddies in third grade. Each kindergarten boy has a boy, third grade buddy that is the same color. Each kindergarten girl has a girl, third grade buddy that is the same color. Make the third grade class using medium-sized Connecting People.

3. The two classes are reading together. How many children are there in total?

4. Write the addition equation.
1. Mr. Soo’s kindergarten class has 2 yellow girls, 2 yellow boys, 1 green boy, 2 green girls, 2 blue boys, 1 blue girl, 2 red girls and 1 red boy. Make the class using small Connecting People. How many students are there in all? **Answer: 13**

![Class Diagram](image)

2. The kindergarten students all have Reading Buddies in third grade. Each kindergarten boy has a boy, third grade buddy that is the same color. Each kindergarten girl has a girl, third grade buddy that is the same color. Make the third grade class using medium-sized Connecting People.

![Class Diagram](image)

3. The two classes are reading together. How many children are there in total? **Answer: 26**

![Class Diagram](image)

4. Write the addition equation. **Answer: 13 + 13 = 26**

![Addition Equation](image)
Use the Connecting People to solve the problems. Flip over the page when you are done to check your work.

1. Make a green family with 12 people.

2. Make a blue family with 9 people.

3. The two families are getting together for a party. How many people will be at the party?

4. Write the addition equation.
Basic Addition with Connecting People®
Answer Key

1. Make a green family with 12 people.

2. Make a blue family with 9 people.

3. The two families are getting together for a party. How many people will be at the party? **Answer: 21**

4. Write the addition equation. **Answer: 12 + 9 = 21**
Basic Addition with Bean Counters™

Use the Bean Counters to solve the problem. Flip over the page when you are done to check your work.

1. Start with 8 red counters. Add 5 white counters. How many counters do you have in total?

2. Write the addition equation.

3. Add 3 white counters. How many white counters do you have now?

4. Write the addition equation.

5. How many red and white counters do you have in all?

6. Write the addition equation.
1. Start with 8 red counters. Add 5 white counters. How many counters do you have in total? **Answer: 13**

2. Write the addition equation. **Answer: 8 + 5 = 13**

3. Add 3 white counters. How many **white** counters do you have now? **Answer: 8**

4. Write the addition equation. **Answer: 5 + 3 = 8**

5. How many red and white counters do you have in all? **Answer: 16**

6. Write the addition equation. **Answer: 8 + 8 = 16**
   
   \[8 + 5 + 3 = 16\]
Use the Bean Counters to solve the problems. Flip over the page when you are done to check your work.

1. Start with 26 red counters. Add 5 white counters. How many counters do you have in total?

2. Write the addition equation.

3. Add 22 red counters. How many red counters do you have now?

4. Write the addition equation.

5. How many red and white counters do you have in all?

6. Write the addition equation.
1. Start with 26 red counters. Add 5 white counters. How many counters do you have in total? **Answer: 31**
   
   ![Image of red and white counters]

2. Write the addition equation. **Answer: 26 + 5 = 31**
   
3. Add 22 red counters. How many red counters do you have now? **Answer: 48**
   
   ![Image of red and white counters]

4. Write the addition equation. **Answer: 26 + 22 = 48**
   
5. How many red and white counters do you have in all? **Answer: 53**
   
   ![Image of red and white counters]

6. Write the addition equation. **Answer: 31 + 22 = 53 or 48 + 5 = 53**
Basic Addition with Pattern Blocks

Follow the directions to make designs using pattern blocks. Flip over the page when you are done to check your work.

1. Make a large triangle using 16 green pattern blocks.

2. Make your triangle larger by adding four new rows at the bottom. Use 15 red pattern blocks, 1 blue pattern block, and 1 green pattern block.

3. How many blocks have you used in total?

4. Write the addition equation.

5. How many green and red pattern blocks have you used in total?

6. Write the addition equation.
1. Make a large triangle using 16 green pattern blocks.

2. Make your triangle larger by adding four new rows at the bottom. Use 15 red pattern blocks, 1 blue pattern block, and 1 green pattern block.

3. How many blocks have you used in total? Answer: 33

4. Write the addition equation. Answer: $16 + 15 + 1 + 1 = 33$

5. How many green and red pattern blocks have you used in total? Answer: 32

6. Write the addition equation. Answer: $16 + 15 + 1 = 32$
Use the coins to solve the problems. Flip over the page when you are done to check your work.

1. You have 2 nickels and 1 penny in your piggy bank. Line them up. How much money do you have in all?

2. Write the addition equation.

3. Your friend has 7 pennies. Line them up. How much money does your friend have in all?

4. Write the addition equation.

5. Put your money together. How much money do you have in all?

6. Write the addition equation.
Basic Addition with Money
Answer Key

1. You have 2 nickels and 1 penny in your piggy bank. Line them up. How much money do you have in all? **Answer: 11¢**

   ![Nickels and Penny](image)

2. Write the addition equation. **Answer: 5¢ + 5¢ + 1¢ = 11¢**

3. Your friend has 7 pennies. Line them up. How much money does your friend have in all? **Answer: 7¢**

   ![Pennies](image)

4. Write the addition equation.
   **Answer: 1¢ + 1¢ + 1¢ + 1¢ + 1¢ + 1¢ + 1¢ = 7¢**

5. Put your money together. How much money do you have in all? **Answer: 18¢**

   ![Combined Money](image)

6. Write the addition equation.
   **Answers may vary: 11¢ + 7¢ = 18¢**
   
   **1¢ + 1¢ + 1¢ + 1¢ + 1¢ + 1¢ + 1¢ + 1¢ + 5¢ + 5¢ = 18¢**
Basic Addition with Money

Use the coins to solve the problems. Flip over the page when you are done to check your work.

1. You want to buy a hamster. Hamsters cost $1.50 each. Use quarters only to show this amount. How many quarters do you need?

2. Hamster food costs $0.20. A food bowl costs $0.40. A water bottle costs $0.50. Use dimes only to show these amounts.

3. How much do the hamster supplies cost?

4. Write the addition equation.

5. How much money do you need to buy your hamster and its supplies?

6. Write the addition equation.
1. You want to buy a hamster. Hamsters cost $1.50 each. Use quarters only to show this amount. How many quarters do you need?  
**Answer:** 6

![Quarters](image)

2. Hamster food costs $0.20. A food bowl costs $0.40. A water bottle costs $0.50. Use dimes only to show these amounts.

![Dimes](image)

3. How much do the hamster supplies cost?  
**Answer:** $1.10

4. Write the addition equation.  
**Answer:** $0.20 + $0.40 + $0.50 = $1.10

5. How much money do you need to buy your hamster and its supplies?  
**Answer:** $2.60

6. Write the addition equation.  
**Answer:** $1.50 + $1.10 = $2.60
Use the Connecting Rods to solve the problems. Flip over the page when you are done to check your work.

1. There are ___ black rods in the train. Each rod has ___ units. There are ___ units in all.

2. Add ___ dark green rods to the train. Each rod has ___ units. There are ___ dark green units in all.

3. There are ___ units in all.

4. Write an addition equation that describes these trains.
   ___ + ___ = ___
Basic Addition “Fill-in” with Connecting Cuisenaire® Rods

Answer Key

1. There are 4 black rods in the train. Each rod has 7 units. There are 28 units in all.

2. Add 4 dark green rods to the train. Each rod has 6 units. There are 24 dark green units in all.

3. There are 52 units in all.

4. Write an addition equation that describes these trains.
   \[ 28 + 24 = 52 \]
Use the Connecting People to solve the problems. Flip over the page when you are done to check your work.

1. There are ___ green men and ___ blue boys.

2. Add ___ yellow girls, ___ medium and ___ small.

3. There are ___ people in all.

4. Write two addition equations that describe these groups of people.

   _____ + _____ = ____

   _____ + _____ + _____ + _____ = _____
1. There are 2 green men and 2 blue boys.

2. Add 2 yellow girls, 1 medium and 1 small.

3. There are 6 people in all.

4. Write two addition equations that describe these groups of people.
   Answer: $4 + 2 = 6$
   $2 + 2 + 1 + 1 = 6$
Basic Subtraction with Connecting Cuisenaire® Rods

Use the Connecting Rods to solve the problem. Flip over the page when you are done to check your work.

1. Make a train with 9 white rods.

2. Take away 6 white rods.

3. How many white rods are left?

4. Write the subtraction equation.
Basic Subtraction with Connecting Cuisenaire® Rods  
Answer Key

1. Make a train with 9 white rods.

2. Take away 6 white rods.

3. How many white rods are left? Answer: 3

4. Write the subtraction equation. Answer: $9 - 6 = 3$
Use the Connecting People to solve the problem. Flip over the page when you are done to check your work.

1. Make a family with 1 red man, 1 yellow woman, and 4 green children. How many people are in the family in all?

2. The children are all going to school. Remove them from your family. How many people are left?

3. Write the subtraction equation.
1. Make a family with 1 red man, 1 yellow woman, and 4 green children. How many people are in the family in all?  
Answer: 6

![Family image]

2. The children are all going to school. Remove them from your family. How many people are left?  
Answer: 2

![Family without children image]

3. Write the subtraction equation.  
Answer: $6 - 4 = 2$
Basic Subtraction with Pattern Blocks

Follow the directions to make the design using pattern blocks. Flip over the page when you are done to check your work.

1. Make this pattern. How many pattern blocks do you have in all?

2. Take away the blue pattern blocks. How many pattern blocks are left?

3. Write the subtraction equation.
Basic Addition with Pattern Blocks
Answer Key

1. Make this pattern. How many pattern blocks do you have in all?
   Answer: 16
   
   ![Pattern blocks]

2. Take away the blue pattern blocks. How many pattern blocks are left?
   Answer: 10
   
   ![Pattern blocks]

3. Write the subtraction equation. Answer: $16 - 6 = 10$
Use the Bean Counters to solve the problems. Flip over the page when you are done to check your work.

1. Start with 10 counters. Take away 6 counters. How many counters do you have left over?

2. Write the subtraction equation.

3. Make a new group with 10 counters. Take away 5 counters. How many counters do you have left over?

4. Write the subtraction equation.
Basic Subtraction with Bean Counters™
Answer Key

1. Start with 10 counters. Take away 6 counters. How many counters do you have left over? **Answer: 4**

2. Write the subtraction equation. **Answer: 10 – 6 = 4**

3. Make a new group with 10 counters. Take away 5 counters. How many counters do you have left over? **Answer: 5**

4. Write the subtraction equation. **Answer: 10 - 5 = 5**
Use the Bean Counters to solve the problems. Flip over the page when you are done to check your work.

1. Start with 39 counters. Take away 24 counters. How many counters do you have left?

2. Write the subtraction equation.

3. Start a second group with 41 counters. Take away 15 counters. How many counters do you have left?

4. Write the subtraction equation.

5. Look at the two groups of counters. Which group has fewer counters?
1. Start with 39 counters. Take away 24 counters. How many counters do you have left? **Answer: 15**

   ![Counter Illustration]

2. Write the subtraction equation. **Answer: 39 – 24 = 15**

3. Start a second group with 41 counters. Take away 15 counters. How many counters do you have left? **Answer: 26**

   ![Counter Illustration]

4. Write the subtraction equation. **Answer: 41 – 15 = 26**

5. Look at the two groups of counters. Which group has fewer counters? **Answer: The first group has fewer counters.**
Basic Subtraction with Money

Use the coins to solve the problems. Flip over the page when you are done to check your work.

1. You want to buy some gummi worms. They cost 8¢. Use the coins to show 8¢.

2. You have 2 pennies, 1 nickel, and 1 dime. Line up the coins. How much money do you have?

3. Do you have enough money to buy gummi worms?

4. Write the subtraction equation.

5. How much money will you have left over? Show the change you will receive.
1. You want to buy some gummi worms. They cost 8¢. Use the coins to show 8¢. **Answers may vary.**

2. You have 2 pennies, 1 nickel, and 1 dime. Line up the coins. How much money do you have? **Answer: 17¢**

3. Do you have enough money to buy gummi worms? **Answer: Yes**

4. Write the subtraction equation. **Answer: 17¢ - 8¢ = 9¢**

5. How much money will you have left over? **Answer: 9¢**
   Show the change you will receive. **Answers may vary.**
Basic Subtraction with Money

Use the coins to solve the problems. Flip over the page when you are done to check your work.

1. You have 48¢. Starting with four dimes, show all of the coins you have.

2. You give 31¢ to a friend. Show this amount.

3. How much money do you have left over?

4. Write the subtraction equation.
Basic Subtraction with Money

Answer Key

1. You have 48¢. Starting with four dimes, show all of the coins you have. **Coins may vary.**

2. You give 31¢ to a friend. Show this amount.

3. How much money do you have left over? **Answer: 17¢**

4. Write the subtraction equation. **Answer: 48¢ – 31¢ = 17¢**
Basic Subtraction “Fill-in”
with Bean Counters™

Use the Bean Counters to solve the problems. Flip over the page when you are done to check your work.

1. There are ____ red counters.

2. Take away ____ red counters.

3. The difference is ____.

4. Write the subtraction equation.   _____ – _____ =  _____
1. There are 9 red counters.

2. Take away 3 red counters.

3. The difference is 6.

4. Write the subtraction equation. **Answer: 9 – 3 = 6**
Basic Subtraction “Fill-in” with Money

Use the coins to solve the problems. Flip over the page when you are done to check your work.

1. This is ___ cents.

2. Take away ___ cents.

3. The difference is ___ cents.

4. Write the subtraction equation.   ____ – ____ = ____
Basic Subtraction “Fill-in” with Money
Answer Key

1. This is **72** cents.

   25¢ 25¢ 10¢ 10¢ 1¢ 1¢

2. Take away **18** cents.

   5¢ 5¢ 1¢ 1¢ 1¢ 1¢ 1¢ 1¢

3. The difference is **54** cents.

   25¢ 10¢ 10¢ 5¢ 1¢ 1¢ 1¢

4. Write the subtraction equation. **Answer:** 72¢ – 18¢ = 54¢
Advanced Addition and Subtraction with Connecting Cuisenaire® Rods

Use the Connecting Rods to solve the problems. Flip over the page when you are done to check your work.

1. Put 1 purple rod, 1 brown rod, and 1 black rod together to make a train. How many units long is your train?

2. Write the addition equation.

3. Now make a second train. Use 1 orange rod and 1 blue rod. How many units long is this train?

4. Write the addition equation.

5. Lay the trains side by side. Which train is longer?

6. Write the subtraction equation.
Advanced Addition and Subtraction with Connecting Cuisenaire® Rods

Answer Key

1. Put 1 purple rod, 1 brown rod, and 1 black rod together to make a train. How many units long is your train? **Answer: 19 units**

2. Write the addition equation. **Answer: 4 + 8 + 7 = 19**

3. Now make a second train. Use 1 orange rod and 1 blue rod. How many units long is this train? **Answer: 19 units**

4. Write the addition equation. **Answer: 10 + 9 = 19**

5. Lay the trains side by side. Which train is longer? **Answer: They are the same length.**

6. Write the subtraction equation. **Answer: 19 – 19 = 0**
Use the Connecting Rods to solve the problems. Flip over the page when you are done to check your work.

1. Put 1 dark green rod, 1 lime green rod, 1 purple rod, and 1 brown rod together to make a train. How many units long is your train?

2. Write the addition equation.

3. Take away the longest rod and the shortest rod. How many units long is your train now?

4. Write the subtraction equation.
1. Put 1 dark green rod, 1 lime green rod, 1 purple rod, and 1 brown rod together to make a train. How many units long is your train? **Answer: 21 units**

![Image of rods combined](image)

2. Write the addition equation. **Answer: 6 + 3 + 4 + 8 = 21**

3. Take away the longest rod and the shortest rod. How many units long is your train now? **Answer: 10 units**

![Image of remaining rods](image)

4. Write the subtraction equation. **Answer: 21 – 11 = 10**
Advanced Addition and Subtraction
with Connecting Cuisenaire® Rods

Use the Connecting Rods to solve the problems. Flip over the page when you are done to check your work.

1. Put 1 blue rod, 1 brown rod, 1 dark green rod, and 1 orange rod together to make a chain. How many units long is your chain?

2. Write the addition equation.

3. Now make a second chain. Use 1 white rod, 1 lime green rod, 1 red rod, 2 purple rods, and 1 yellow rod. How many units long is this chain?

4. Write the addition equation.

5. Lay the chains side by side. Which chain is longer? By how much?

6. Write the subtraction equation.
1. Put 1 blue rod, 1 brown rod, 1 dark green rod, and 1 orange rod together to make a chain. How many units long is your chain? **Answer: 33 units**

2. Write the addition equation. **Answer: 9 + 8 + 6 + 10 = 33**

3. Now make a second chain. Use 1 white rod, 1 lime green rod, 1 red rod, 2 purple rods, and 1 yellow rod. How many units long is this chain? **Answer: 19 units**

4. Write the addition equation. **Answer: 5 + 4 + 4 + 2 + 3 + 1 = 19**

5. Lay the chains side by side. Which chain is longer? **Answer: The first train is longer.** By how much? **Answer: 14 units**

6. Write the subtraction equation. **Answer: 33 – 19 = 14**
Advanced Addition and Subtraction with Connecting People®

Use the Connecting People to solve the problems. Flip over the page when you are done to check your work.

1. Make a group by starting with this pattern: Red man, red teenage boy, red little girl. Repeat with yellow, then green, then blue people.

2. Make a second group exactly the same as the first.

3. How many people have you used in total?

4. Write the addition equation.

5. All the little girls are playing hide and seek! Remove them from your groups. How many people are left?

6. Write the subtraction equation.
1. Make a group by starting with this pattern: Red man, red teenage boy, red little girl. Repeat with yellow, then green, then blue people.

2. Make a second group exactly the same as the first.

3. How many people have you used in total? **Answer: 24**

4. Write the addition equation. **Answer: 12 + 12 = 24**

5. All the little girls are playing hide and seek! Remove them from your groups. How many people are left? **Answer: 16**

6. Write the subtraction equation. **Answer: 24 - 8 = 16**
Advanced Addition and Subtraction with Connecting People

Use the Connecting People to solve the problems. Flip over the page when you are done to check your work.

1. Connect 16 large people to form a Tug-of-War line.

2. Connect all the remaining people to form a second Tug-of-War line. How many people are in the second Tug-of-War line?

3. Which line of people is longer? By how many?

4. Write the subtraction equation.
1. Connect 16 large people to form a Tug-of-War line.

2. Connect all the remaining people to form a second Tug-of-War line. How many people are in the second Tug-of-War line? Answer: 32

3. Which line of people is longer? Answer: The second Tug-of-War line By how many? Answer: 16

4. Write the subtraction equation. Answer: 32 – 16 = 16
Advanced Addition and Subtraction with Bean Counters™

Use the Bean Counters to solve the problems. Flip over the page when you are done to check your work.

1. Start with 39 red counters. Add 107 more red counters. How many counters do you have in total?

2. Write the addition equation.

3. Turn over 88 counters. How many counters are still red?

4. Write the subtraction equation.
1. Start with 39 red counters. Add 107 more red counters. How many counters do you have in total? **Answer:** 146

2. Write the addition equation. **Answer:** $39 + 107 = 146$

3. Turn over 88 counters. How many counters are still red? **Answer:** 58

4. Write the subtraction equation. **Answer:** $146 - 88 = 58$
Advanced Addition and Subtraction
with Bean Counters™

Use the Bean Counters to solve the problems. Flip over the page when you are done to check your work.


2. Write the subtraction equation.

3. Add 32 counters.

4. Write the addition equation.

5. Take away two groups of 14 counters.

6. Write the subtraction equation.

2. Write the subtraction equation. **Answer:** $55 - 11 = 44$

3. Add 32 counters.

4. Write the addition equation. **Answer:** $44 + 32 = 76$

5. Take away two groups of 14 counters.

6. Write the subtraction equation. **Answer:** $76 - 28 = 48$
   
   $76 - 14 - 14 = 48$
Advanced Addition and Subtraction with Pattern Blocks

Follow the directions to make a face using pattern blocks. Flip over the page when you are done to check your work.

1. Use 2 green pattern blocks for eyes. Use 1 blue pattern block for the nose. Use 3 red pattern blocks and 2 orange pattern blocks to make a big smile. How many pattern blocks have you used in all?

2. Write the addition equation.

3. Take away the 2 orange pattern blocks from the face. How many pattern blocks do you have in the smile now?

4. Write the subtraction equation.

5. How many pattern blocks do you have in all?

6. Write an addition equation or a subtraction equation to describe how many pattern blocks are used to make the face now.
1. Use 2 green pattern blocks for eyes. Use 1 blue pattern block for the nose. Use 3 red pattern blocks and 2 orange pattern blocks to make a big smile. How many pattern blocks have you used in all?
   Answer: 8

2. Write the addition equation. Answer: \(2 + 1 + 3 + 2 = 8\)

3. Take away the 2 orange pattern blocks from the face. How many pattern blocks do you have in the smile now? Answer: 3

4. Write the subtraction equation. Answer: \(5 - 2 = 3\)

5. How many pattern blocks do you have in all? Answer: 6

6. Write an addition equation or a subtraction equation to describe how many pattern blocks are used to make the face now. Answers may vary.
   \[
   2 + 1 + 3 = 6  
   \]
   \[
   8 - 2 = 6  
   \]
**Advanced Addition and Subtraction with Pattern Blocks**

Follow the directions to make a design using pattern blocks. Flip over the page when you are done to check your work.

1. Make a hexagon shape using 2 red pattern blocks. Surround the hexagon with 6 yellow pattern blocks to make a flower.

2. Put 6 blue pattern blocks at the corners of the yellow pattern blocks to make a large hexagon. Make a border around the pattern using 14 red pattern blocks. How many pattern blocks did you use in total?

3. Write the addition equation.

4. Take away the blue and yellow pattern blocks and leave only the red pattern blocks.

5. Write the subtraction equation.
1. Make a hexagon shape using 2 red pattern blocks. Surround the hexagon with 6 yellow pattern blocks to make a flower.

2. Put 6 blue pattern blocks at the corners of the yellow pattern blocks to make a large hexagon. Make a border around the pattern using 14 red pattern blocks. How many pattern blocks did you use in total? Answer: 28

3. Write the addition equation. \(\text{Answer: } 2 + 6 + 6 + 14 = 28\)

4. Take away the blue and yellow pattern blocks and leave only the red pattern blocks.

5. Write the subtraction equation. \(\text{Answer: } 28 - 12 = 16\)
   \[28 - 6 - 6 = 16\]
Advanced Addition and Subtraction with Pattern Blocks

Follow the directions to make a design using pattern blocks. Flip over the page when you are done to check your work.

1. Make a diamond shape using 8 green pattern blocks.

2. Make another diamond shape using 4 blue pattern blocks.

3. Take away a total of 12 pattern blocks from both diamond shapes. How many pattern blocks do you have left over?

4. Write the equation.
1. Make a diamond shape using 8 green pattern blocks.

2. Make another diamond shape using 4 blue pattern blocks.

3. Take away a total of 12 pattern blocks from both diamond shapes. How many pattern blocks do you have left over? **Answer: 0**

4. Write the equation. **Answers may vary.**
   Answers: $8 + 4 - 12 = 0$ or $12 - 12 = 0$
Advanced Addition and Subtraction with Money

Use the coins to solve the problem. Flip over the page when you are done to check your work.

1. You want to buy a funny pencil. It costs $0.67. Show this amount without using dimes and with no more than 3 nickels.

2. You have 3 quarters, 7 dimes, 2 nickels, and 14 pennies. How much money do you have?

3. Write the addition equation.

4. Do you have enough money to buy one pencil?

5. Write the subtraction equation.

6. Do you also have enough money to buy a glow-in-the-dark eraser that costs $0.89?

7. Write the subtraction equation.
Advanced Addition and Subtraction with Money
Answer Key

1. You want to buy a funny pencil. It costs $0.67. Show this amount without using dimes and with no more than 3 nickels.

![coin image]

2. You have 3 quarters, 7 dimes, 2 nickels, and 14 pennies. How much money do you have? **Answer:** $1.69

![coin image]

3. Write the addition equation. **Answer:** $0.75 + $0.70 + $0.10 + $0.14 = $1.69

4. Do you have enough money to buy one pencil? **Answer:** Yes

5. Write the subtraction equation. **Answer:** $1.69 – $0.67 = $1.02

6. Do you also have enough money to buy a glow-in-the-dark eraser that costs $0.89? **Answer:** Yes

7. Write the subtraction equation. **Answer:** $1.02 – $0.89 = $0.13
**Advanced Addition and Subtraction with Money**

Use the coins to solve the problems. Flip over the page when you are done to check your work.

1. Matt has 5 quarters, 2 dimes, 4 nickels, and 1 penny. Line them up. How much money does he have in all?

2. Write the addition equation.

3. His friend has 3 coins that total $0.55. Line them up.

4. Write the addition equation.

5. Who has more money? What is the difference?

6. Write the subtraction equation.
Advanced Addition and Subtraction with Money
Answer Key

1. Matt has 5 quarters, 2 dimes, 4 nickels, and 1 penny. Line them up. How much money does he have in all? Answer: $1.66

2. Write the addition equation.
   Answer: $0.25 + $0.25 + $0.25 + $0.25 + $0.25 + $0.10 + $0.10 + $0.05 + $0.05 + $0.05 + $0.05 + $0.01 = $1.66 or $1.25 + $0.20 + $0.20 + $0.01 = $1.66

3. His friend has 3 coins that total $0.55 cents. Line them up.

4. Write the addition equation. Answer: $0.25 + $0.25 + $0.05 = $0.55

5. Who has more money? Answer: Matt What is the difference? Answer: $1.11

6. Write the subtraction equation. Answer: $1.66 – $0.55 = $1.11
Advanced Addition and Subtraction with Connecting Cuisenaire® Rods

Use the Connecting Rods to solve the problems. Flip over the page when you are done to check your work.

1. Put 1 lime green rod, 1 purple rod, and 1 red rod together to make a train. Make a second train using 1 yellow rod and 1 another lime green rod. How many units long are the trains all together?

2. Write the addition equation. Now simplify your answer.

3. Take away the purple rod. Add 1 blue rod. How many units long are the trains in total now?

4. Write the equation. Simplify your answer.

5. Write an equation using one subtraction and one addition symbol.
1. Put 1 lime green rod, 1 purple rod, and 1 red rod together to make a train. Make a second train using 1 yellow rod and 1 lime green rod. How many units long are the trains all together?
   **Answer:** 17 units

2. Write the addition equation. **Answer:** $3 + 4 + 2 + 5 + 3 = 17$
   Now simplify your answer. **Answer:** $9 + 8 = 17$

3. Take away the purple rod. Add 1 blue rod. How many units long are the trains in total now? **Answer:** 22 units

4. Write the equation. **Answer:** $3 + 9 + 2 + 5 + 3 = 22$
   Simplify your answer. **Answer:** $14 + 8 = 22$

5. Write an equation using one subtraction and one addition symbol.
   **Answer:** $17 - 4 + 9 = 22$
Advanced Addition and Subtraction with Connecting Cuisenaire® Rods

Use the Connecting Rods to solve the problems. Flip over the page when you are done to check your work.

1. Put together 1 blue rod, 1 red rod, 1 lime green rod, and 2 purple rods to make a train. How many units long is your train?

2. Now make a second train. Use 2 black rods and 2 dark green rods. How many units long is this train?

3. Make a third train. Use 5 white rods, 5 red rods, and 5 lime green rods. How many units long is this train?

4. Lay all the trains side by side. What is the difference between the longest and the shortest train?

5. Write the subtraction equation.

6. How many units do you have to add to the shortest train to make it the same length as the second longest train?

7. Write the equation two different ways.
1. Put together 1 blue rod, 1 red rod, 1 lime green rod, and 2 purple rods to make a train. How many units long is your train? **Answer:** 22 units

2. Now make a second train. Use 2 black rods and 2 dark green rods. How many units long is this train? **Answer:** 26 units

3. Make a third train. Use 5 white rods, 5 red rods, and 5 lime green rods. How many units long is this train? **Answer:** 30 units

4. Lay all the trains side by side. What is the difference between the longest and the shortest train? **Answer:** 8 units

5. Write the subtraction equation. **Answer:** 30 – 22 = 8

6. How many units do you have to add to the shortest train to make it the same length as the second longest train? **Answer:** 4 units

7. Write the equation two different ways. **Answer:** 26 – 22 = 4 and 22 + 4 = 26
Use the Connecting People to solve the problems. Flip over the page when you are done to check your work.

1. Connect 2 yellow men, 1 green woman, 2 blue teenage boys, 1 green teenage girl, and 1 green little girl. How many people are in the group?

2. Write the equation.

3. Add 4 teenage girls, 1 of each color, and 1 red man. Take away 2 yellow men. How many people are in the group now?

4. Write the equation.

5. Add 2 blue women and 2 blue boys. Take away all the teenage children. How many people remain in the group?

6. Write the equation.
1. Connect 2 yellow men, 1 green woman, 2 blue teenage boys, 1 green teenage girl, and 1 green little girl. How many people are in your group? **Answer: 7**

2. Write the equation. **Answer: 2 + 1 + 2 + 1 + 1 = 7**

3. Add 4 teenage girls, 1 of each color, and 1 red man. Take away 2 yellow men. How many people are in the group now? **Answer: 10**

4. Write the equation. **Answer: 7 + 4 + 1 – 2 = 10**

5. Add 2 blue women and 2 blue boys. Take away all the teenage children. How many people remain in the group? **Answer: 7**

6. Write the equation. **Answer: 10 + 2 + 2 – 7 = 7**
Use the Connecting People to solve the problems. Flip over the page when you are done to check your work.

1. Connect 1 red man, 2 red women, 1 blue woman, 2 blue teenage girls, and 2 blue teenage boys.

2. Grouping by size, write an addition equation to represent this group.

3. Make a second group using 8 teenagers: 2 red girls, 2 red boys, 2 yellow girls, and 2 yellow boys. Add 1 red man.

4. Grouping by color, write an addition equation to represent this group.

5. Subtract the number of people in the first group from the second group. What is the difference?

6. Write the equation.
1. Connect 1 red man, 2 red women, 1 blue woman, 2 blue teenage girls, and 2 blue teenage boys.

2. Grouping by size, write an addition equation to represent this group. 
   Answer: $4 + 4 = 8$

3. Make a second group using 8 teenagers: 2 red girls, 2 red boys, 2 yellow girls, and 2 yellow boys. Add one red man.

4. Grouping by color, write an addition equation to represent this group. 
   Answer: $5 + 4 = 9$

5. Subtract the number of people in the first group from the second group. What is the difference? Answer: 1

6. Write the equation. Answer: $9 - 8 = 1$
Advanced Addition and Subtraction with Bean Counters™

Use the Bean Counters to solve the problems. Flip over the page when you are done to check your work.

1. Start with 48 counters. Add 61 counters.

2. Take away 29 counters. How many counters are left?

3. Write the equation using addition and subtraction.
1. Start with 48 counters. Add 61 counters.

2. Take away 29 counters. How many counters are left?
   **Answer: 80**

3. Write the equation using addition and subtraction.
   **Answer: 48 + 61 − 29 = 80**
Advanced Addition and Subtraction
with Bean Counters™

Use the Bean Counters to solve the problems. Flip over the page when you are done to check your work.

1. Start with 100 counters.

2. Take away 50 counters. Add 25 counters. How many counters do you have?

3. Write the equation using addition and subtraction.
1. Start with 100 counters.

![Image with 100 counters]

2. Take away 50 counters. Add 25 counters. How many counters do you have? **Answer: 75**

![Image with 50 counters removed and 25 added]

3. Write the equation using addition and subtraction. **Answer: 100 – 50 + 25 = 75**
Follow the directions to make a dream catcher using pattern blocks. Flip over the page when you are done to check your work.

1. Start with 1 yellow pattern block. Make a border around the hexagon using 6 blue pattern blocks and 6 orange pattern blocks. How many pattern blocks have you used?

2. Write the addition equation.

3. Add 6 red pattern blocks to your pattern, matching the short edges of the red blocks to the orange pattern block edges. Fit 12 brown pattern blocks into the empty spaces between the red and blue blocks.

4. Take away the orange and yellow blocks to leave an open space in your dream catcher. How many blocks are left over?

5. Write the equation using addition and subtraction. Simplify the equation.
1. Start with 1 yellow pattern block. Make a border around the hexagon using 6 blue pattern blocks and 6 orange pattern blocks. How many pattern blocks have you used? **Answer: 13**

2. Write the addition equation. **Answer: 1 + 6 + 6 = 13**

3. Add 6 red pattern blocks to your pattern, matching the short edges of the red blocks to the orange pattern block edges. Fit 12 brown pattern blocks into the empty spaces between the red and blue blocks.

4. Take away the orange and yellow blocks to leave an open space in your dream catcher. How many blocks are left over? **Answer: 24**

5. Write the equation using addition and subtraction. **Answer: 13 + 6 + 12 – 6 – 1 = 24**
Simplify the equation. **Answer: 31 – 7 = 24**
Follow the directions to make a flower using pattern blocks. Flip over the page when you are done to check your work.

1. Start with 7 yellow pattern blocks to make a flower. Take away 3 of the outside blocks and replace them with 6 red blocks.

2. Write the equation using addition and subtraction.

3. Take away the yellow pattern block in the center and replace it with 6 green pattern blocks. Add 5 green pattern blocks to make a stem. How many pattern blocks have you used all together?

4. Write the equation using one addition symbol and one subtraction symbol.
Advanced Addition and Subtraction with Pattern Blocks

Answer Key

1. Start with 7 yellow pattern blocks to make a flower. Take away 3 of the outside blocks and replace them with 6 red blocks.

![Pattern Blocks](image1)

2. Write the equation using addition and subtraction.
   Answer: \(7 - 3 + 6 = 10\)

3. Take away the yellow pattern block in the center and replace it with 6 green pattern blocks. Add 5 green pattern blocks to make a stem. How many pattern blocks have you used all together? **Answer: 20**

4. Write the equation using one addition symbol and one subtraction symbol.
   Answer: \(10 - 1 + 11 = 20\)
Advanced Addition and Subtraction with Money

Use the coins to solve the problems. Flip over the page when you are done to check your work.

1. You have $1.35.

2. Take away $0.50.

3. Add $0.49. How much money do you have now?

4. Write the equation using addition and subtraction.
1. You have $1.35.

2. Take away $0.50.

3. Add $0.49. How much money do you have now? **Answer: $1.34**

4. Write the equation using addition and subtraction.
   **Answer: $1.35 – $0.50 + $0.49 = $1.34**
Advanced Addition and Subtraction with Money

Use the coins to count up your savings. Flip over the page when you are done to check your work.

1. You have 9¢.

2. Add 3 quarters, 3 dimes, 3 nickels, and 3 pennies. Take away 27¢. How much money do you have?

3. Write the equation using addition and subtraction.
1. You have 9¢.

2. Add 3 quarters, 3 dimes, 3 nickels, and 3 pennies. Take away 27¢. How much money do you have? \textbf{Answer: $1.05}

3. Write the equation using addition and subtraction. \textbf{Answer: $0.09 + $1.23 - $0.27 = $1.05}
Advanced Addition and Subtraction
“Fill-in” with Pattern Blocks

Use the pattern blocks to solve the problems. Flip over the page when you are done to check your work.

1. There are ___ pattern blocks in the pattern.

2. There are ___ orange pattern blocks.
   There is an equal number of ___ , ___ , ___ , ___ , and ___ pattern blocks.

3. Take away ___ brown pattern blocks.

4. There are ___ pattern blocks left.

5. Write the subtraction equation.
   ___ – ___ = ___
Advanced Addition and Subtraction
“Fill-in” with Pattern Blocks
Answer Key

1. There are 43 pattern blocks in the pattern.

2. There are 6 orange pattern blocks. There is an equal number of red, blue, green, and orange pattern blocks.

3. Take away 12 brown pattern blocks.

4. There are 31 pattern blocks left.

5. Write the subtraction equation. 
   \[ 43 - 12 = 31 \]
Advanced Addition and Subtraction
“Fill-in” with Money

Use the coins to solve the problems. Flip over the page when you are done to check your work.

1. Tiny has ___ cents.

2. Jumbo has ___ cents.

3. Jumbo has ___ money than Tiny.

4. Show the difference.

5. Iggy has ___ cents.

6. Jumbo and Tiny have $ ___ more than Iggy.

7. Write the equation: $ ___ + $ ___ – $ ___ = $ ___
1. Tiny has 92 cents.

2. Jumbo has 99 cents.

3. Jumbo has more money than Tiny.

4. Show the difference.

5. Iggy has 33 cents.

6. Jumbo and Tiny have $1.58 more than Iggy.

7. Write the equation: $0.92 + $0.99 – $0.33 = $1.58