

Math: Grade 4, Lesson 5, Adding within Word Problems

Lesson Objective: Multi-digit whole number addition in word problems

Practice Focus: Multi-digit whole number addition in word problems

TN Standard: 4.NBT.B.4

Teacher Materials:

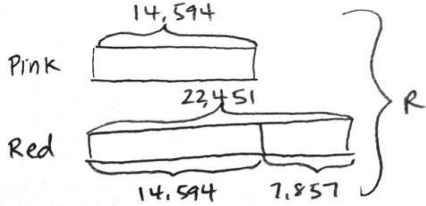
- White board and markers

Student Materials:

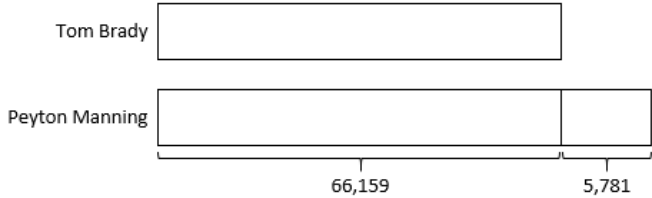
- paper and a pencil
- the student packet for Math, Grade 4, Lesson 5 which can be found at www.tn.gov/education

| Teacher Do | Student Do |
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| <p>Opening Hello! Welcome to Tennessee's At Home Learning Series for math! Today's lessons is for all our 4th graders out there, though all children are welcome to tune in. This lesson is the fifth in our series on this topic.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools! I'm so excited to be your teacher for this lessons. Welcome to my virtual classroom!</p> <p>If you didn't see our previous lesson, you can find it at www.tn.gov/education. You can still tune in to today's lesson if you haven't see any of our others. But, it might be more fun if you first go back and watch our other lessons since we'll be talking about things we learned previously.</p> <p>Today we will be learning about adding multi-digit whole numbers in word problems. Before we get started, to participate fully in our lesson today you will need:</p> <ul style="list-style-type: none"> • paper and a pencil • the student packet for Math, Grade 4, Lesson 5 which can be found at www.tn.gov/education <p>Ok, let's begin!</p> | <p>Students get materials ready for the lesson.</p> |
| <p>Intro [Write $200+117$]</p> <p>Think about a strategy to add these numbers. [Pause]</p> <p>For this problem, we can add the hundreds, 100 plus 200, then add the tens and ones, plus 1 ten, plus 7 ones equals 317.</p> <p>[Repeat the process and sequence for: $117+400$, $117+420$, $117+426$ Answers: 517, 537, 543]</p> | <p>Students think of strategy.</p> |
| <p>Teacher Model Read the problem with me.</p> | <p>Students read the problem aloud with the teacher.</p> |

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| <p>The city flower shop sold 14,594 pink roses on Valentine’s Day. They sold 7,857 more red roses than pink roses. How many pink and red roses did the city flower shop sell altogether on Valentine’s Day? Use a tape diagram to show the work.</p> <p>What information do we know? [Pause] That’s right, We know they sold 14,594 pink roses.</p> <p>To model this, let’s draw one tape to represent the pink roses. [Pause]</p> <p>Do you know how many total red roses were sold? [Pause]</p> <p>That’s right, we don’t know the total number of roses sold, but we know that there were 7,857 more red roses sold than pink roses.</p> <p>A second tape can be drawn to represent the number of red roses sold. [Model the tape diagram.]</p> <p>What is the problem asking us to find? [Pause] That’s right, the total number of roses sold.</p> <p>We can draw a bracket to the side of both tapes. Let’s label it <i>R</i> for pink and red roses.</p> <p>First, solve to find how many red roses were sold. [Pause, then write out how to solve $14,594 + 7,857 = 22,451$.]</p> <p>What does the bottom tape represent? [Pause] Good Job! The bottom tape represents the number of red roses, 22,451. [Bracket and label 22,451 to show the total number of red roses.]</p> <p>Now, we need to find the total number of roses sold, <i>R</i> on our diagram.</p> | <p>Students responds</p> <p>Students draw the tape diagram.</p> <p>Students respond</p> <p>Students respond</p> <p>Students solve</p> <p>Students respond</p> |
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| <p>Solve with me. Add the totals for both tapes together. $14,594 + 22,451 = R$. What does R equal? [Pause]</p> <p>[Write $R = 37,045$.] Let's write a statement of the answer.</p> <p>[Write: The city flower shop sold 37,045 pink and red roses on Valentine's Day.</p>  | |
| <p><u>Guided Practice</u></p> <p>Here's our next problem to solve together. Tom Brady has 66,159 career passing yards. Peyton Manning, the all-time leading quarterback with the most career passing yards, has 5,781 more passing yards than Tom Brady does. How many passing yards does Peyton Manning have? [Pause – if you can write this on a board or chart paper so a student could see it on the screen that would be ideal].</p> <p>Let's model this with a tape diagram</p> <p>Where are the different parts of the problem represented in the tape diagram? [Pause]</p> <p>Right, number of yards for Tom Brady, Number of yards for Peyton Manning, unknown</p> <p>How should you label our unknown? [Pause]</p> <p>That's good. The unknown could be the letter p for passing yards, or Peyton</p> <p>How can you write an equation to represent this problem, using a letter to represent the unknown? [Pause, then write]</p> <p>Good, $66,159 + 5,781 = P$</p> <p>Solve your equation. [Pause, then write] $P = 71,940$</p> <p>Does this answer make sense? Why or why not? [Pause]</p> <p>We are adding approximately 65,000 and 6,000, so I know the answer will be larger than 70,000</p> | <p>Students respond</p> <p>Students respond</p> <p>Students respond</p> <p>Students respond</p> |

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| <p>[The tape diagram you draw for this problem may look something like this]</p>  <p>Tom Brady</p> <p>Peyton Manning</p> <p>66,159</p> <p>5,781</p> | |
| <p><u>Independent Practice</u></p> <p>Great job students! Thanks for helping me solve multi-digit addition in word problems. You sure did a great job! After the video, you will have some problems to practice on your own. Good luck and do your best!</p> | \ |
| <p><u>Closing</u></p> <p>I enjoyed learning about math with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning series.</p> <p>Bye!</p> | |

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