

A Story of Units[®]

Eureka Math[™] Grade 1, Module 6

Student File_A

*Contains copy-ready classwork and homework
as well as templates (including cut outs)*

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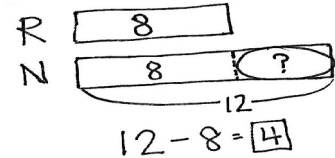
Name _____

Date _____

Read the word problem.

Draw a tape diagram or double tape diagram and label.

Write a number sentence and a statement that matches the story.



1. Peter has 3 goats living on his farm. Julio has 9 goats living on his farm.
How many more goats does Julio have than Peter?

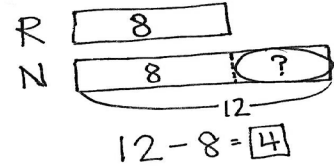
-
2. Willie picked 16 apples in the orchard. Emi picked 10 apples in the orchard.
How many more apples did Willie pick than Emi?

3. Lee collected 13 eggs from the hens in the barn. Ben collected 18 eggs from the hens in the barn. How many fewer eggs did Lee collect than Ben?

-
4. Shanika did 14 cartwheels during recess. Kim did 20 cartwheels. How many more cartwheels did Kim do than Shanika?

Name _____

Date _____

Read the word problem.Draw a tape diagram or double tape diagram and label.Write a number sentence and a statement that matches the story.

1. Fran donated 11 of her old books to the library. Darnel donated 8 of his old books to the library. How many more books did Fran donate than Darnel?

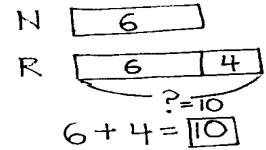
-
2. During recess, 7 students were reading books. There were 17 students playing on the playground. How many fewer students were reading books than playing on the playground?

3. Maria is 18 years old. Her brother Nikil is 12 years old. How much older is Maria than her brother Nikil?

-
4. It rained 15 days in the month of March. It rained 19 days in April. How many more days did it rain in April than in March?

Name _____

Date _____

Read the word problem.Draw a tape diagram or double tape diagram and label.Write a number sentence and a statement that matches the story.

1. Nikil baked 5 pies for the contest. Peter baked 3 more pies than Nikil.
How many pies did Peter bake for the contest?

-
2. Emi planted 12 flowers. Rose planted 3 fewer flowers than Emi.
How many flowers did Rose plant?

-
3. Ben scored 15 goals in the soccer game. Anton scored 11 goals.
How many more goals did Ben score than Anton?

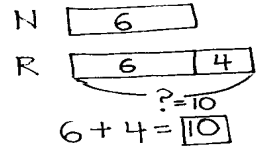
4. Kim grew 12 roses in a garden. Fran grew 6 fewer roses than Kim.
How many roses did Fran grow in the garden?

-
5. Maria has 4 more fish in her tank than Shanika. Shanika has 16 fish.
How many fish does Maria have in her tank?

-
6. Lee has 11 board games. Lee has 5 more board games than Darnel.
How many board games does Darnel have?

Name _____

Date _____

Read the word problem.Draw a tape diagram or double tape diagram and label.Write a number sentence and a statement that matches the story.

1. Kim went to 15 baseball games this summer. Julio went to 10 baseball games. How many more games did Kim go to than Julio?

-
2. Kiana picked 14 strawberries at the farm. Tamra picked 5 fewer strawberries than Kiana. How many strawberries did Tamra pick?

-
3. Willie saw 7 reptiles at the zoo. Emi saw 4 more reptiles at the zoo than Willie. How many reptiles did Emi see at the zoo?

4. Peter jumped into the swimming pool 6 times more than Darnel. Darnel jumped in 9 times. How many times did Peter jump into the swimming pool?

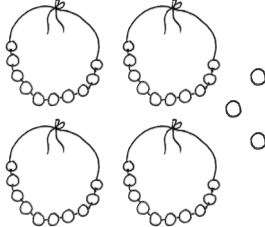
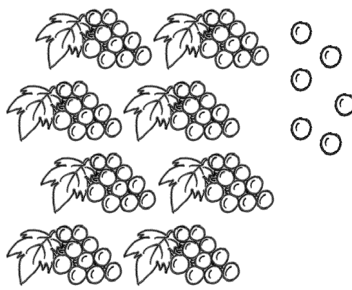
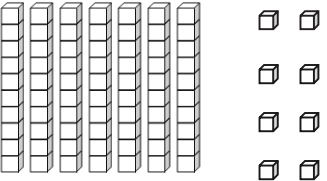
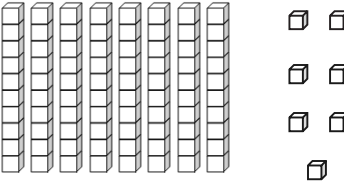
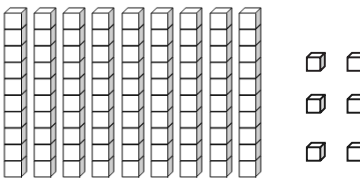
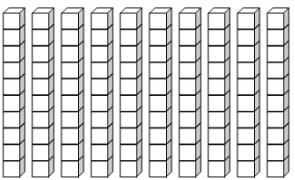
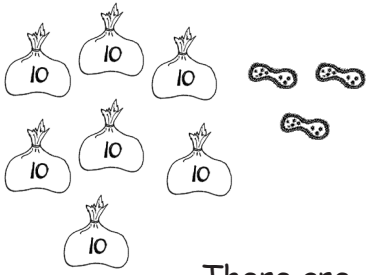
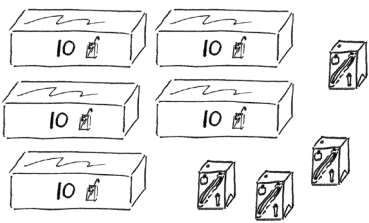
-
5. Rose found 16 seashells on the beach. Lee found 6 fewer seashells than Rose. How many seashells did Lee find on the beach?

-
6. Shanika got 12 cards in the mail. Nikil got 5 more cards than Shanika. How many cards did Nikil get?

Name _____

Date _____

Write the tens and ones. Complete the statement.

| <p>1. </p> <table border="1" style="float: right; margin-left: 20px;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">43 = _____ tens _____ ones</p> | tens | ones | | | <p>2. </p> <table border="1" style="float: right; margin-left: 20px;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">_____ = _____ tens _____ ones</p> | tens | ones | | |
|---|------|------|--|--|---|------|------|--|--|
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
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| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
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| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
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| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |

9. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 40

| tens | ones |
|------|------|
| | |

b. 46

| tens | ones |
|------|------|
| | |

c. _____

| tens | ones |
|------|------|
| 5 | 9 |

d. _____

| tens | ones |
|------|------|
| 9 | 5 |

e. 75

| tens | ones |
|------|------|
| | |

f. 70

| tens | ones |
|------|------|
| | |

g. 60

| tens | ones |
|------|------|
| | |

h. _____

| tens | ones |
|------|------|
| 8 | 0 |

i. _____

| tens | ones |
|------|------|
| 5 | 5 |

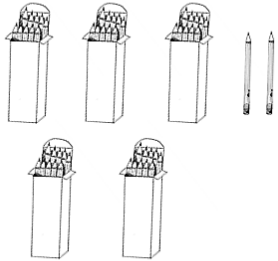
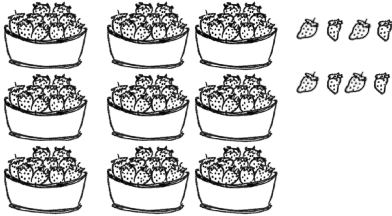
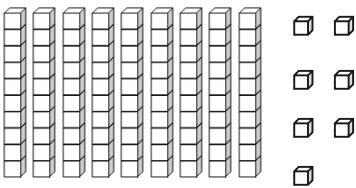
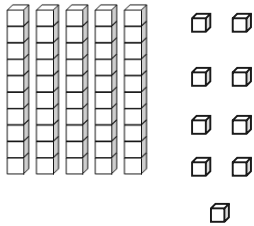
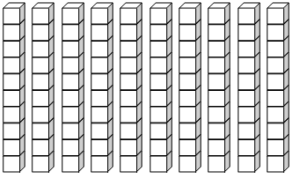
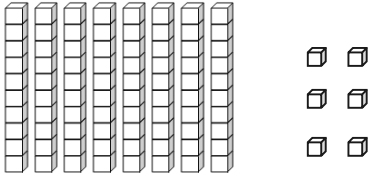

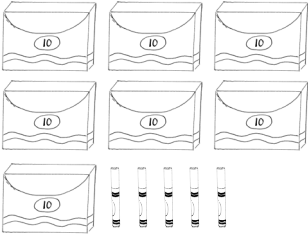
j. _____

| tens | ones |
|------|------|
| 10 | 0 |

Name _____

Date _____

Write the tens and ones. Complete the statement.

| <p>1.</p>  <table border="1" style="margin-left: auto; margin-right: auto; text-align: center; width: 100px; height: 80px;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 70px;"></td> <td style="height: 70px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">52 = _____ tens _____ ones</p> | tens | ones | | | <p>2.</p>  <table border="1" style="margin-left: auto; margin-right: auto; text-align: center; width: 100px; height: 80px;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 70px;"></td> <td style="height: 70px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">_____ = _____ tens _____ ones</p> | tens | ones | | |
|---|------|------|--|--|--|------|------|--|--|
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
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| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
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| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| <p>7.</p>  <table border="1" style="margin-left: auto; margin-right: auto; text-align: center; width: 100px; height: 80px;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 70px;"></td> <td style="height: 70px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">There are _____ carrots.</p> | tens | ones | | | <p>8.</p>  <table border="1" style="margin-left: auto; margin-right: auto; text-align: center; width: 100px; height: 80px;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 70px;"></td> <td style="height: 70px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;">There are _____ markers.</p> | tens | ones | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |

9. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 70

| tens | ones |
|------|------|
| | |

b. 76

| tens | ones |
|------|------|
| | |

c. _____

| tens | ones |
|------|------|
| 4 | 9 |

d. _____

| tens | ones |
|------|------|
| 9 | 4 |

e. 65

| tens | ones |
|------|------|
| | |

f. 60

| tens | ones |
|------|------|
| | |

g. 90

| tens | ones |
|------|------|
| | |

h. _____

| tens | ones |
|------|------|
| 10 | 0 |

i. _____

| tens | ones |
|------|------|
| 8 | 3 |

j. _____

| tens | ones |
|------|------|
| 8 | 0 |

| | |
|-------------|--|
| ones | |
| tens | |

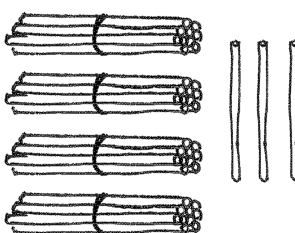
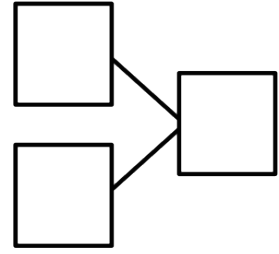
| | |
|-------------|--|
| ones | |
| tens | |

place value chart

Name _____

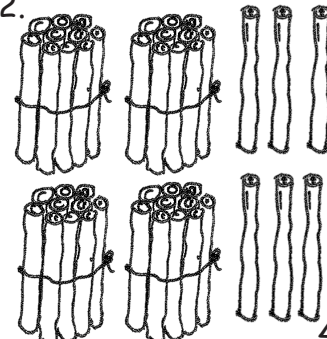
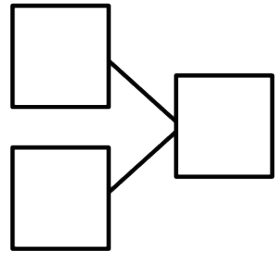
Date _____

Count the objects, and fill in the number bond or place value chart. Complete the sentences to add the tens and ones.

1.  

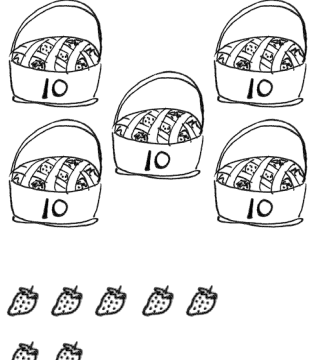
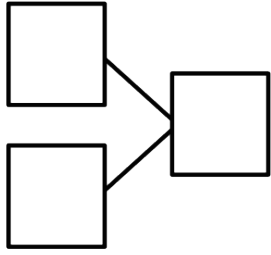
40 and 3 make ____.

$40 + 3 = \underline{\quad}$

2.  

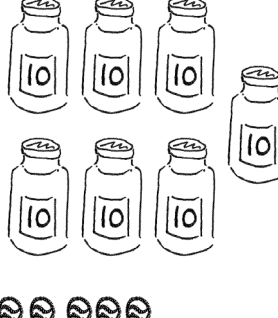
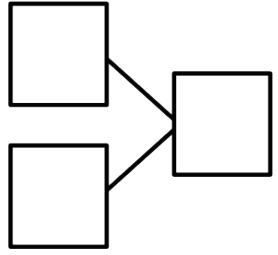
40 and 6 make ____.

$40 + 6 = \underline{\quad}$

3.  

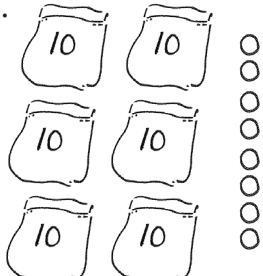
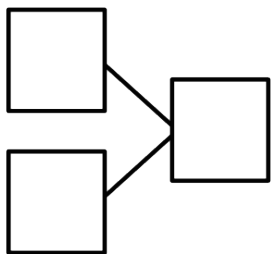
$57 = \underline{\quad} + \underline{\quad}$

7 more than 50 is ____.

4.  

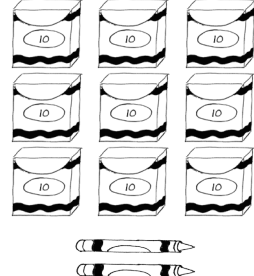
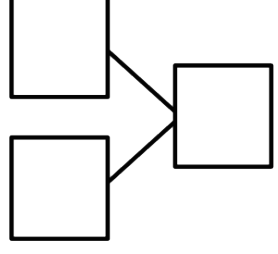
$75 = \underline{\quad} + \underline{\quad}$

5 more than 70 is ____.

5.  

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad}$ tens + $\underline{\quad}$ ones = ____

6.  

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad}$ tens + $\underline{\quad}$ ones = ____

7.

| tens | ones |
|------|------|
| | |

_____ + _____ = _____
 _____ tens + _____ ones = _____

8.

| tens | ones |
|------|------|
| | |

_____ + _____ = _____
 _____ tens + _____ ones = _____

9.

| tens | ones |
|------|------|
| | |

_____ + _____ = _____
 _____ tens + _____ ones = _____

10.

| tens | ones |
|------|------|
| | 0 |

_____ + _____ = _____
 _____ tens + _____ ones = _____

11. Complete the sentences to add the tens and ones.

a. $50 + 6 = \underline{\quad}$

b. $\underline{\quad} + 9 = 89$

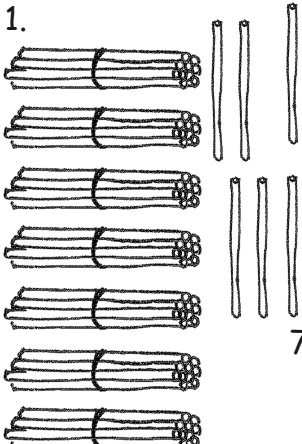
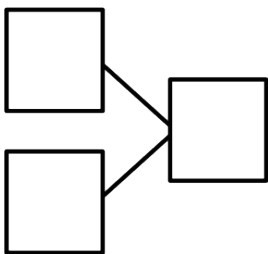
c. $5 \text{ tens} + \underline{\quad} \text{ ones} = 56$

d. $9 \text{ ones} + 8 \text{ tens} = \underline{\quad}$

Name _____

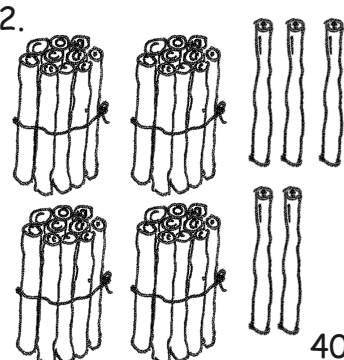
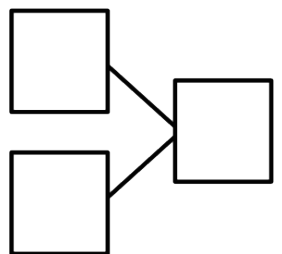
Date _____

Count the objects, and fill in the number bond or place value chart. Complete the sentences to add the tens and ones.

1.  

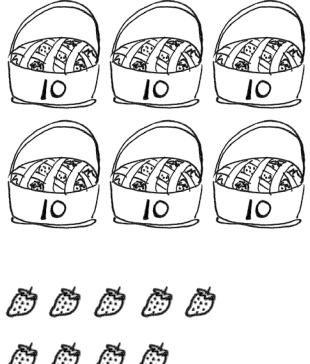
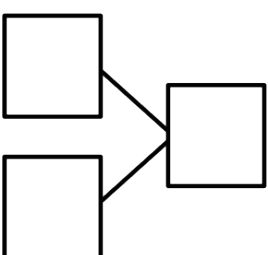
70 and 6 make ____.

$70 + 6 = \underline{\quad}$

2.  

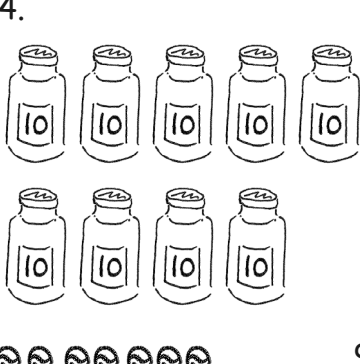
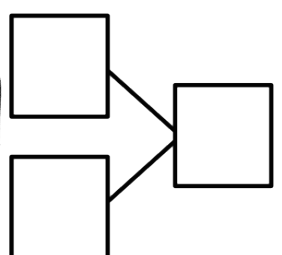
40 and 5 make ____.

$40 + 5 = \underline{\quad}$

3.  

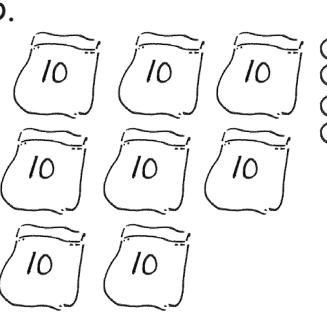
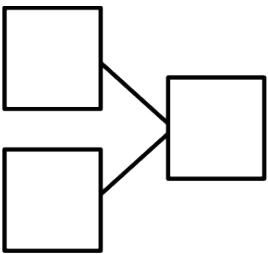
$69 = \underline{\quad} + \underline{\quad}$

9 more than 60 is ____.

4.  

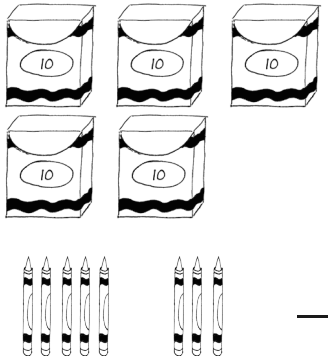
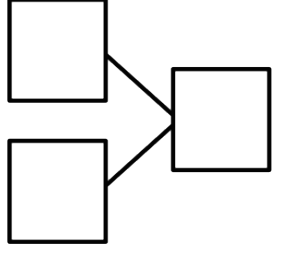
$97 = \underline{\quad} + \underline{\quad}$

7 more than 90 is ____.

5.  

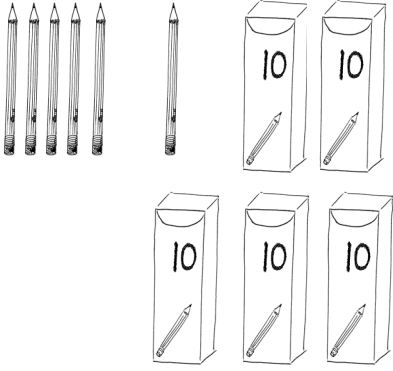
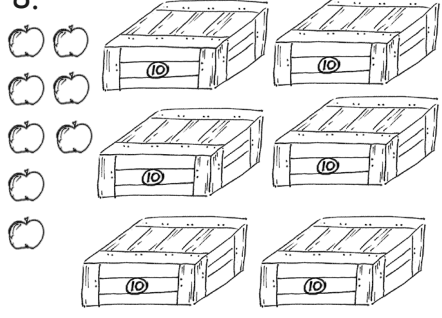
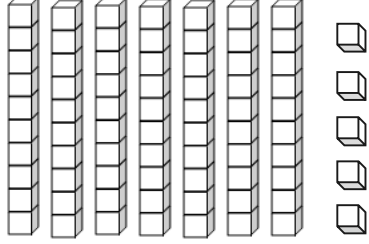
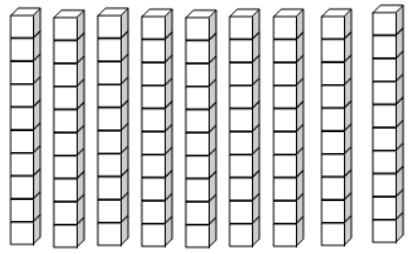
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad}$ tens + $\underline{\quad}$ ones = ____

6.  

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad}$ tens + $\underline{\quad}$ ones = ____

| <p>7.</p>  <table border="1" style="float: right; margin-left: 20px;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;"> _____ + _____ = _____ _____ tens + _____ ones = _____ </p> | tens | ones | | | <p>8.</p>  <table border="1" style="float: right; margin-left: 20px;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;"> _____ + _____ = _____ _____ tens + _____ ones = _____ </p> | tens | ones | | |
|---|------|------|--|--|--|------|------|--|---|
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| <p>9.</p>  <table border="1" style="float: right; margin-left: 20px;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;"> _____ + _____ = _____ _____ tens + _____ ones = _____ </p> | tens | ones | | | <p>10.</p>  <table border="1" style="float: right; margin-left: 20px;"> <thead> <tr> <th style="padding: 5px;">tens</th> <th style="padding: 5px;">ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="text-align: center; vertical-align: middle;">0</td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;"> _____ + _____ = _____ _____ tens + _____ ones = _____ </p> | tens | ones | | 0 |
| tens | ones | | | | | | | | |
| | | | | | | | | | |
| tens | ones | | | | | | | | |
| | 0 | | | | | | | | |

11. Complete the sentences to add the tens and ones.

a. $80 + 6 = \underline{\quad}$

b. $\underline{\quad} + 7 = 57$

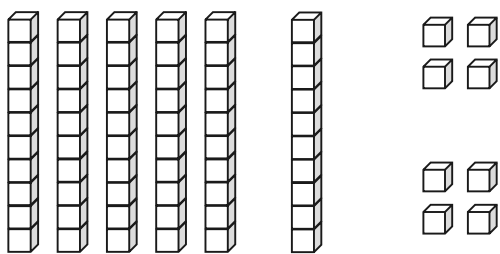
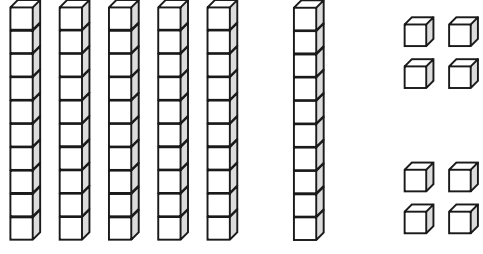
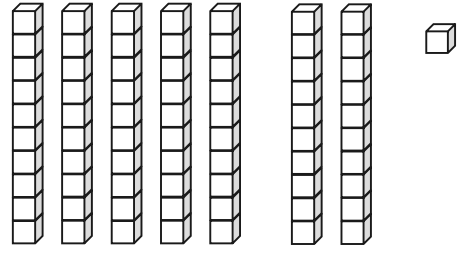
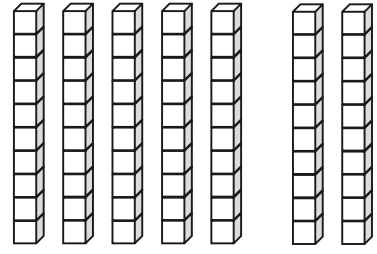
c. $9 \text{ tens} + \underline{\quad} \text{ ones} = 95$

d. $4 \text{ ones} + 8 \text{ tens} = \underline{\quad}$

Name _____

Date _____

1. Solve. You may draw or cross off (x) to show your work.

| | |
|---|---|
| <p>a.</p>  <p style="text-align: center;">1 more than 68 is _____.</p> | <p>b.</p>  <p style="text-align: center;">10 more than 68 is _____.</p> |
| <p>c.</p>  <p style="text-align: center;">10 less than 71 is _____.</p> | <p>d.</p>  <p style="text-align: center;">1 less than 70 is _____.</p> |

2. Find the mystery numbers. Use the arrow way to explain how you know.

a. 10 more than 59 is _____.

| tens | ones |
|------|------|
| 5 | 9 |

→

| tens | ones |
|------|------|
| | |

b. 1 less than 59 is _____.

| tens | ones |
|------|------|
| | |

→

| tens | ones |
|------|------|
| | |

c. 1 more than 59 is _____.

| tens | ones |
|------|------|
| | |

→

| tens | ones |
|------|------|
| | |

d. 10 less than 59 is _____.

| tens | ones |
|------|------|
| | |

→

| tens | ones |
|------|------|
| | |

| | |
|--|---|
| <p>3. Write the number that is 1 more.</p> <p>a. 10, _____</p> <p>b. 70, _____</p> <p>c. 76, _____</p> <p>d. 79, _____</p> <p>e. 99, _____</p> | <p>4. Write the number that is 10 more.</p> <p>a. 10, _____</p> <p>b. 60, _____</p> <p>c. 61, _____</p> <p>d. 78, _____</p> <p>e. 90, _____</p> |
| <p>5. Write the number that is 1 less.</p> <p>a. 12, _____</p> <p>b. 52, _____</p> <p>c. 51, _____</p> <p>d. 80, _____</p> <p>e. 100, _____</p> | <p>6. Write the number that is 10 less.</p> <p>a. 20, _____</p> <p>b. 60, _____</p> <p>c. 74, _____</p> <p>d. 81, _____</p> <p>e. 100, _____</p> |

7. Fill in the missing numbers in each sequence.

a. 40, 41, 42, _____

b. 89, 88, 87, _____

c. 72, 71, _____, 69

d. 63, _____, 65, 66

e. 40, 50, 60, _____

f. 80, 70, 60, _____

g. 55, 65, _____, 85

h. 99, 89, _____, 69

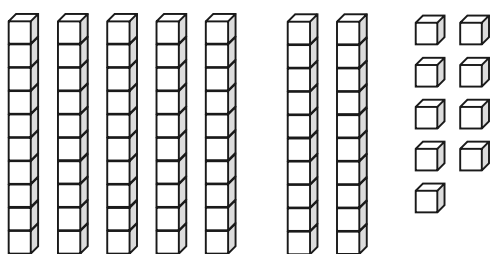
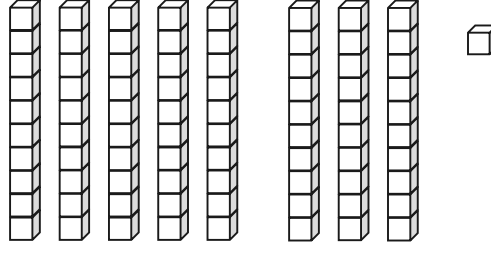
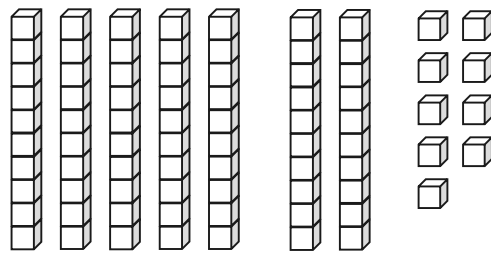
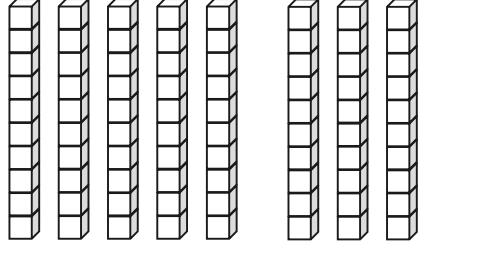
i. _____, 99, 98, 97

j. _____, 77, _____, 57

Name _____

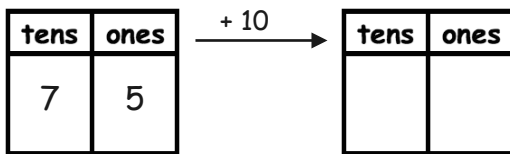
Date _____

1. Solve. You may draw or cross off (x) to show your work.

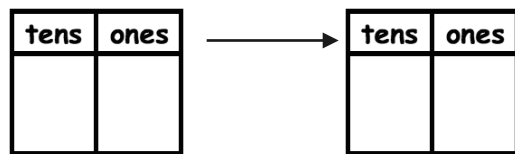
| | |
|--|---|
| <p>a.</p>  <p style="text-align: center;">10 more than 79 is _____.</p> | <p>b.</p>  <p style="text-align: center;">10 less than 81 is _____.</p> |
| <p>c.</p>  <p style="text-align: center;">1 more than 79 is _____.</p> | <p>d.</p>  <p style="text-align: center;">1 less than 80 is _____.</p> |

2. Find the mystery numbers. You may make a drawing to help solve, if needed.

a. 10 more than 75 is _____.



b. 1 more than 75 is _____.



c. 10 less than 88 is _____.



d. 1 less than 88 is _____.



| | |
|--|---|
| <p>3. Write the number that is 1 more.</p> <p>a. 40, _____</p> <p>b. 50, _____</p> <p>c. 65, _____</p> <p>d. 69, _____</p> <p>e. 99, _____</p> | <p>4. Write the number that is 10 more.</p> <p>a. 60, _____</p> <p>b. 70, _____</p> <p>c. 77, _____</p> <p>d. 89, _____</p> <p>e. 90, _____</p> |
| <p>5. Write the number that is 1 less.</p> <p>a. 53, _____</p> <p>b. 73, _____</p> <p>c. 71, _____</p> <p>d. 80, _____</p> <p>e. 100, _____</p> | <p>6. Write the number that is 10 less.</p> <p>a. 50, _____</p> <p>b. 60, _____</p> <p>c. 84, _____</p> <p>d. 91, _____</p> <p>e. 100, _____</p> |

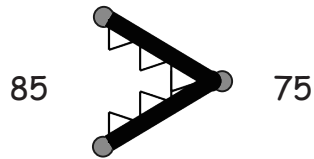
7. Fill in the missing numbers in each sequence.

- | | |
|----------------------|-------------------------|
| a. 50, 51, 52, _____ | b. 79, 78, 77, _____ |
| c. 62, 61, _____, 59 | d. 83, _____, 85, 86 |
| e. 60, 70, 80, _____ | f. 100, 90, 80, _____ |
| g. 57, 67, _____, 87 | h. 89, 79, _____, 59 |
| i. _____, 99, 98, 97 | j. _____, 84, _____, 64 |

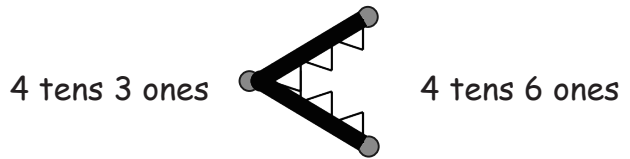
Name _____

Date _____

1. Use the symbols to compare the numbers. Fill in the blank with $<$, $>$, or $=$ to make the statement true.

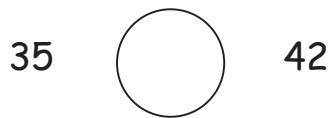


85 $>$ 75
85 is greater than 75.

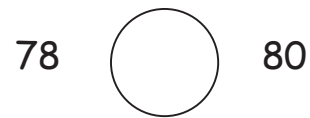


43 $<$ 46
43 is less than 46.

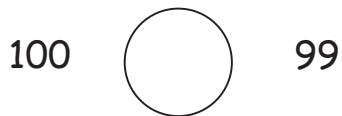
a.



b.



c.



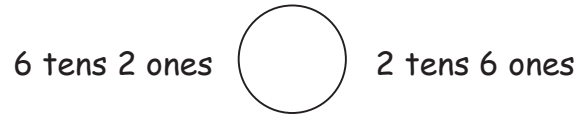
d.



e.



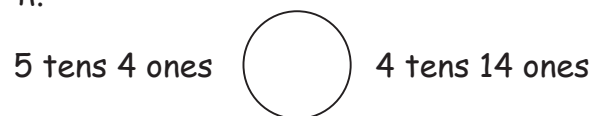
f.



g.



h.



2. Circle the correct words to make the sentence true. Use $>$, $<$, or $=$ and numbers to write a true statement.

| | |
|---|---|
| <p>a.</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>is greater than</p> <p>is less than</p> <p>is equal to</p> </div> <div style="text-align: right;">2 tens 9 ones</div> </div> <p>29</p> <p>_____ ○ _____</p> | <p>b.</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>is greater than</p> <p>is less than</p> <p>is equal to</p> </div> <div style="text-align: right;">80</div> </div> <p>7 tens 9 ones</p> <p>_____ ○ _____</p> |
| <p>c.</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>is greater than</p> <p>is less than</p> <p>is equal to</p> </div> <div style="text-align: right;">0 tens 10 ones</div> </div> <p>10 tens 0 ones</p> <p>_____ ○ _____</p> | <p>d.</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>is greater than</p> <p>is less than</p> <p>is equal to</p> </div> <div style="text-align: right;">5 tens 16 ones</div> </div> <p>6 tens 1 one</p> <p>_____ ○ _____</p> |

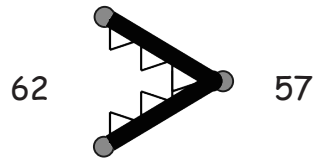
3. Use $<$, $=$, or $>$ to compare the pairs of numbers.

- a. 3 tens 9 ones ○ 5 tens 9 ones
- b. 30 ○ 13
- c. 100 ○ 10 tens
- d. 6 tens 4 ones ○ 4 ones 6 tens
- e. 7 tens 9 ones ○ 79
- f. 1 ten 5 ones ○ 5 ones 1 ten
- g. 72 ○ 6 tens 12 ones
- h. 88 ○ 8 tens 18 ones

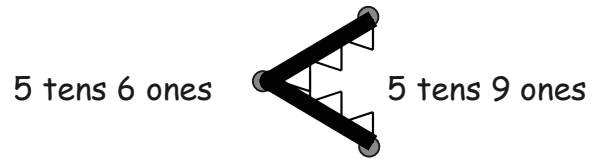
Name _____

Date _____

1. Use the symbols to compare the numbers. Fill in the blank with $<$, $>$, or $=$ to make the statement true.



62 $>$ 57
62 is greater than 57.



56 $<$ 59
56 is less than 59.

a.

43 35

b.

60 86

c.

10 tens 99

d.

5 tens 4 ones 54

e.

7 tens 9 ones 9 tens 7 ones

f.

1 ten 3 ones 31

g.

3 tens 0 ones 2 tens 10 ones

h.

3 tens 5 ones 2 tens 17 ones

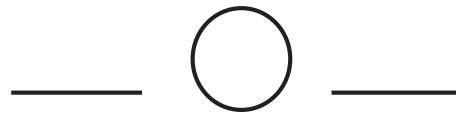
2. Fill in the correct words from the box to make the sentence true. Use $>$, $<$, or $=$ and numbers to write a true statement.

is greater than

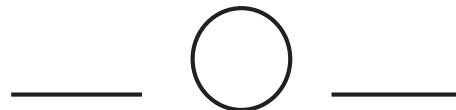
is less than

is equal to

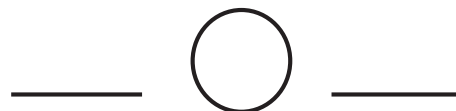
a. 42 _____ 1 ten 2 ones



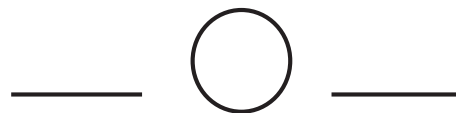
b. 6 tens 7 ones _____ 5 tens 17 ones



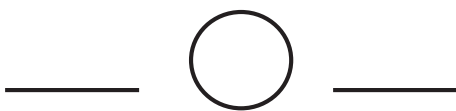
c. 37 _____ 73



d. 2 tens 14 ones _____ 4 ones 2 tens



e. 9 ones 5 tens _____ 9 tens 5 ones



Name _____

Date _____

1. Fill in the missing numbers in the chart up to 120.

| a. | b. | c. | d. | e. |
|----|----|-----|-----|-----|
| 71 | 81 | 91 | | 111 |
| | 82 | | 102 | |
| 73 | 83 | 93 | | 113 |
| | 84 | 94 | 104 | 114 |
| | | | | |
| 76 | 86 | 96 | 106 | 116 |
| 77 | 87 | 97 | | 117 |
| | | | | |
| 79 | 89 | 99 | 109 | 119 |
| 80 | | 100 | 110 | |

2. Write the numbers to continue the counting sequence to 120.

96, 97, _____, _____, _____, _____, _____,
 _____, _____, _____, _____, _____, _____,
 _____, _____, _____, _____, _____, _____,
 _____, _____, _____, _____, _____, _____

3. Circle the sequence that is incorrect. Rewrite it correctly on the line.

a.

107, 108, 109, 110, 120

b.

99, 100, 101, 102, 103

4. Fill in the missing numbers in the sequence.

a.

115, 116, _____, _____, _____

b.

_____, _____, 118, _____, 120

c.

100, 101, _____, _____, 104

d.

97, 98, _____, _____, _____, _____

Name _____

Date _____

1. Fill in the missing numbers in the chart up to 120.

| a. | b. | c. | d. | e. |
|----|----|----|-----|-----|
| 71 | | 91 | | 111 |
| | 82 | | 102 | |
| | | 93 | | |
| 74 | | | | 114 |
| | 85 | | 105 | |
| | | 96 | | 116 |
| | 87 | | | |
| | | | 108 | |
| 79 | | 99 | | 119 |
| 80 | 90 | | 110 | |

2. Write the numbers to continue the counting sequence to 120.

99, _____, 101, _____, _____, _____, _____, _____,
 _____, _____, _____, _____, _____, _____,
 _____, _____, _____, _____, _____, _____

3. Circle the sequence that is incorrect. Rewrite it correctly on the line.

a.

116, 117, 118, 119, 120

b.

96, 97, 98, 99, 100, 110

4. Fill in the missing numbers in the sequence.

a.

113, 114, _____, _____, _____

b.

_____, _____, _____, 120

c.

102, _____, _____, _____

d.

88, 89, _____, _____, _____, _____

Name _____

Date _____

1. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 74

| tens | ones |
|------|------|
| | |

b. 78

| tens | ones |
|------|------|
| | |

c. _____

| tens | ones |
|------|------|
| 9 | 1 |

d. _____

| tens | ones |
|------|------|
| 10 | 9 |

e. 116

| tens | ones |
|------|------|
| | |

f. 103

| tens | ones |
|------|------|
| | |

g. _____

| tens | ones |
|------|------|
| 11 | 2 |

h. _____

| tens | ones |
|------|------|
| 12 | 0 |

i. _____

| tens | ones |
|------|------|
| 10 | 5 |

j. 102

| tens | ones |
|------|------|
| | |

2. Match.

a.

| tens | ones |
|------|------|
| 9 | 7 |

● 10 tens 5 ones

b.

| tens | ones |
|------|------|
| 10 | 7 |

● 10 tens 7 ones

c.

| tens | ones |
|------|------|
| 11 | 0 |

● 9 tens 7 ones

d.

| tens | ones |
|------|------|
| 10 | 5 |

● 12 tens 0 ones

e.

| tens | ones |
|------|------|
| 10 | 1 |

● 110

f.

| tens | ones |
|------|------|
| 12 | 0 |

● 11 tens 8 ones

g.

| tens | ones |
|------|------|
| 11 | 8 |

● 101

Name _____

Date _____

1. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 81

| tens | ones |
|------|------|
| | |

b. 98

| tens | ones |
|------|------|
| | |

c. _____

| tens | ones |
|------|------|
| 11 | 7 |

d. _____

| tens | ones |
|------|------|
| 10 | 8 |

e. 104

| tens | ones |
|------|------|
| | |

f. 111

| tens | ones |
|------|------|
| | |

2. Write the number.

| | |
|--|--|
| a. 9 tens 2 ones is the number _____. | b. 8 tens 4 ones is the number _____. |
| c. 11 tens 3 ones is the number _____. | d. 10 tens 9 ones is the number _____. |
| e. 10 tens 1 ones is the number _____. | f. 11 tens 6 ones is the number _____. |

3. Match.

a.

| tens | ones |
|------|------|
| 10 | 2 |

● 11 tens 4 ones

b.

| tens | ones |
|------|------|
| 9 | 5 |

● 9 tens 5 ones

c.

| tens | ones |
|------|------|
| 11 | 4 |

● 11 tens 8 ones

d.

| tens | ones |
|------|------|
| 11 | 0 |

● 11 tens 0 ones

e.

| tens | ones |
|------|------|
| 10 | 8 |

● 102

f.

| tens | ones |
|------|------|
| 10 | 0 |

● 10 tens 0 ones

g.

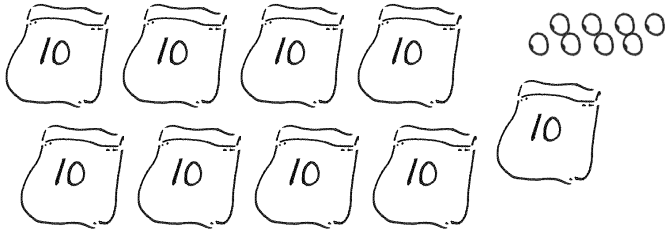
| tens | ones |
|------|------|
| 11 | 8 |

● 108

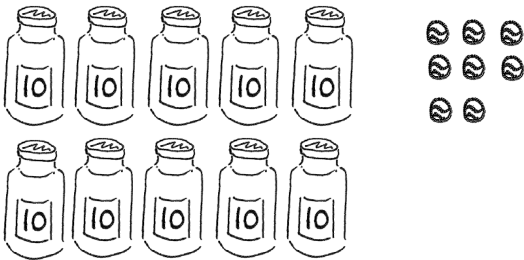
Name _____

Date _____

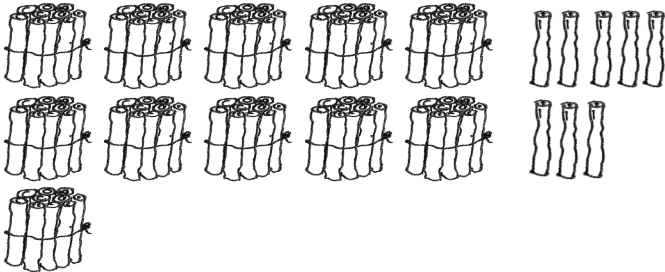
Count the objects. Fill in the place value chart, and write the number on the line.

1. 

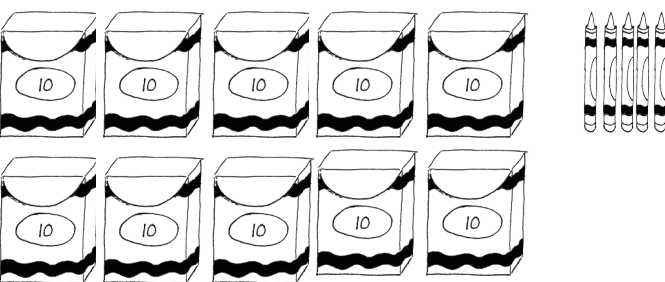
| | |
|------|------|
| tens | ones |
| | |

2. 

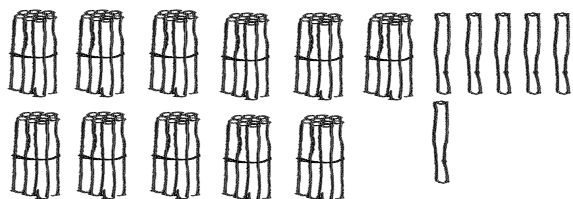
| | |
|------|------|
| tens | ones |
| | |

3. 

| | |
|------|------|
| tens | ones |
| | |

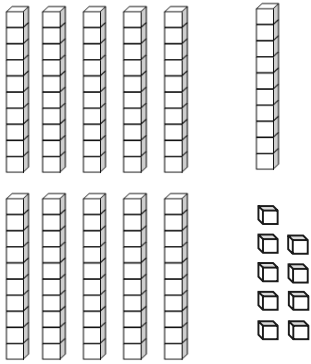
4. 

| | |
|------|------|
| tens | ones |
| | |

5. 

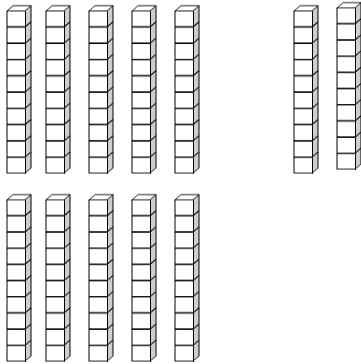
| | |
|------|------|
| tens | ones |
| | |

6.



| tens | ones |
|------|------|
| | |

7.



| tens | ones |
|------|------|
| | |

Use quick tens and ones to represent the following numbers. Write the number on the line.

8. _____

| tens | ones |
|------|------|
| 10 | 9 |

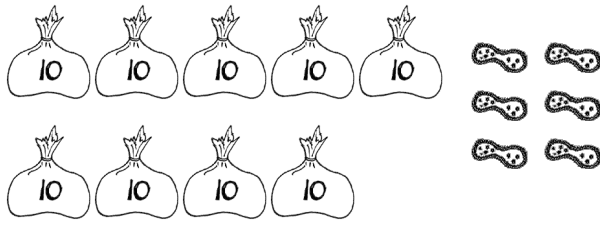
9. _____

| tens | ones |
|------|------|
| 12 | 0 |

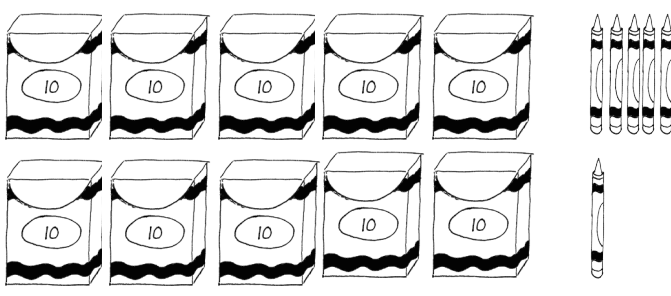
Name _____

Date _____

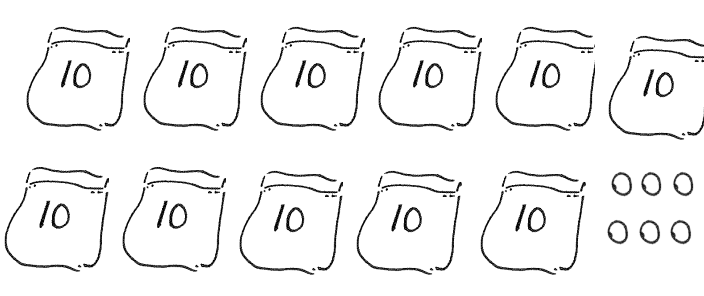
Count the objects. Fill in the place value chart, and write the number on the line.

1. 

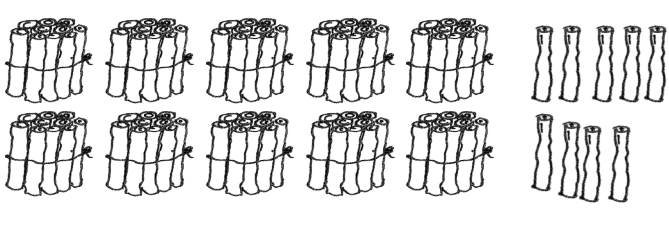
| | |
|------|------|
| tens | ones |
| | |

2. 

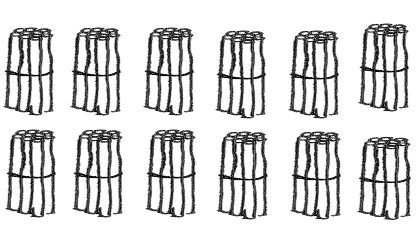
| | |
|------|------|
| tens | ones |
| | |

3. 

| | |
|------|------|
| tens | ones |
| | |

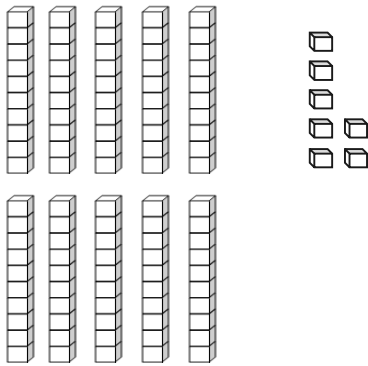
4. 

| | |
|------|------|
| tens | ones |
| | |

5. 

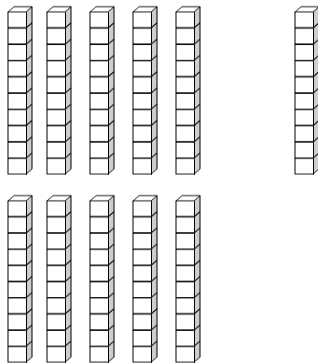
| | |
|------|------|
| tens | ones |
| | |

6.



| tens | ones |
|------|------|
| | |

7.



| tens | ones |
|------|------|
| | |

Use quick tens and ones to represent the following numbers.
Write the number on the line.

8. _____

| tens | ones |
|------|------|
| 11 | 0 |

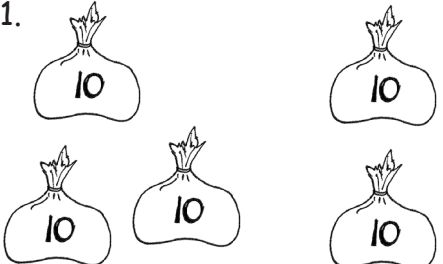
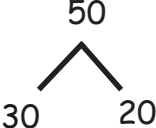
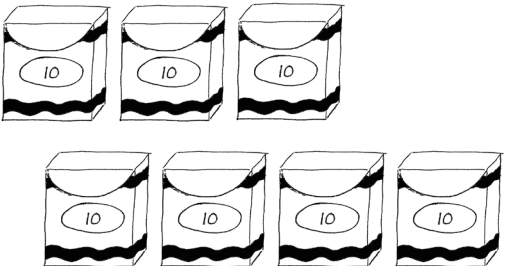

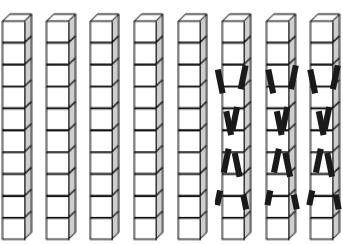

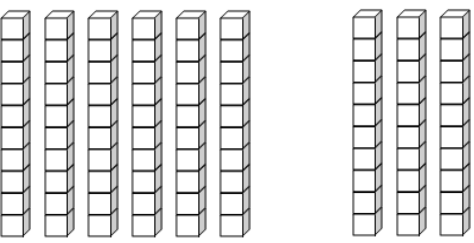

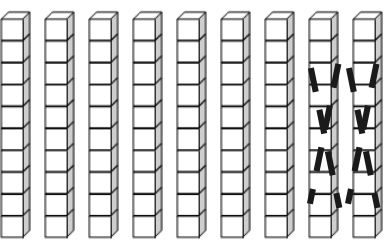

9. _____

| tens | ones |
|------|------|
| 10 | 5 |

Name _____

Date _____

Complete the number bonds and number sentences to match the picture.

| | | |
|---|---|--|
| <p>1.</p>  |  | <p>3 tens + _____ tens = _____ tens</p> <p>30 + 20 = _____</p> |
| <p>2.</p>  |  | <p>_____ tens + _____ tens = _____ tens</p> <p>_____</p> |
| <p>3.</p>  |  | <p>_____ tens - _____ tens = _____ tens</p> <p>_____</p> |
| <p>4.</p>  |  | <p>_____ tens + _____ tens = _____ tens</p> <p>_____</p> |
| <p>5.</p>  |  | <p>_____ tens - _____ tens = _____ tens</p> <p>_____</p> |

Count the dimes to add or subtract. Write a number sentence to match the value of the dimes.

6.  + 

$40 + 20 =$

7.  

8.  + 
 

9.  
 

10.  

11. Fill in the missing numbers.

a. $40 + 40 =$ _____

b. $50 - 30 =$ _____

c. $10 +$ _____ $= 70$

d. $60 -$ _____ $= 0$

e. $90 -$ _____ $= 10$

f. $70 +$ _____ $= 90$

g. $50 + 40 =$ _____

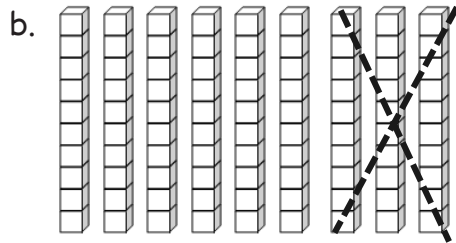
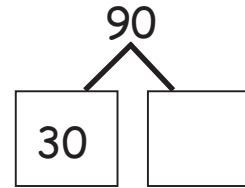
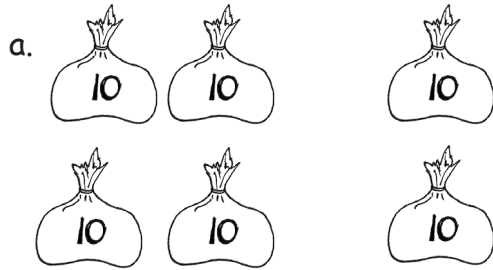
h. $100 - 30 =$ _____

i. $100 -$ _____ $= 70$

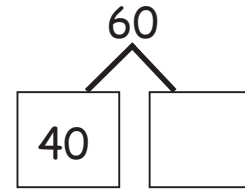
Name _____

Date _____

1. Complete the number bond or number sentence, and draw a line to the matching picture.



$$\underline{\hspace{2cm}} - 40 = 60$$



$$80 - \underline{\hspace{2cm}} = 60$$

2. Count the dimes to add or subtract. Write a number sentence to match the dimes.

a.



$$40 + 20 =$$

b.



c.



d.



3. Fill in the missing numbers.

a. $70 + \underline{\quad} = 90$

b. $\underline{\quad} + 30 = 80$

c. $100 - \underline{\quad} = 20$

d. $30 + 60 = \underline{\quad}$

e. $70 - \underline{\quad} = 20$

f. $20 + \underline{\quad} = 60$

g. $\underline{\quad} - 20 = 60$

h. $90 - \underline{\quad} = 20$

i. $50 + \underline{\quad} = 100$



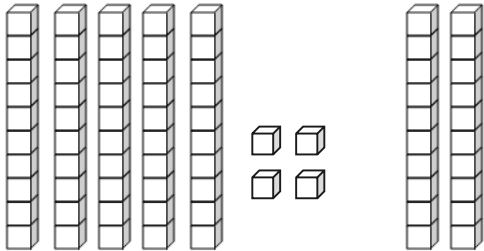
number bond/number sentence set

Name _____

Date _____

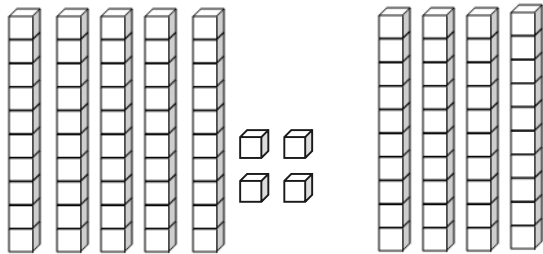
Solve using the pictures. Complete the number sentence to match.

1.



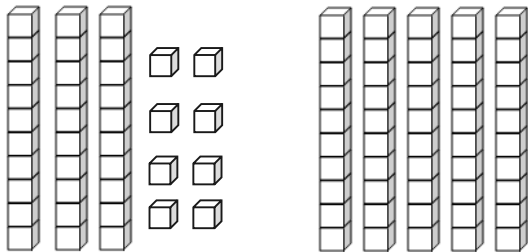
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2.



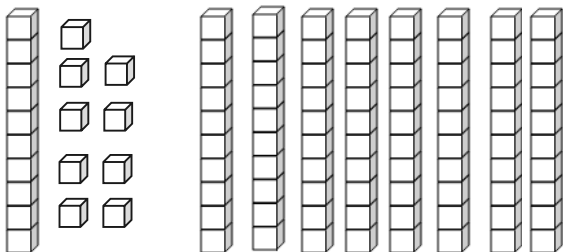
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

4.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

5. Solve.

| | |
|----------------------------------|----------------------------------|
| a. $47 + 40 = \underline{\quad}$ | b. $57 + 30 = \underline{\quad}$ |
| c. $35 + 30 = \underline{\quad}$ | d. $35 + 50 = \underline{\quad}$ |
| e. $30 + 63 = \underline{\quad}$ | f. $40 + 39 = \underline{\quad}$ |

6. Solve and explain your thinking to a partner.

a. $2 + 50 = \underline{\quad}$

b. $58 + 40 = \underline{\quad}$

c. $48 + \underline{\quad} = 98$

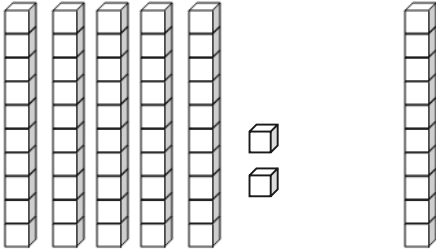
d. $60 + \underline{\quad} = 86$

Name _____

Date _____

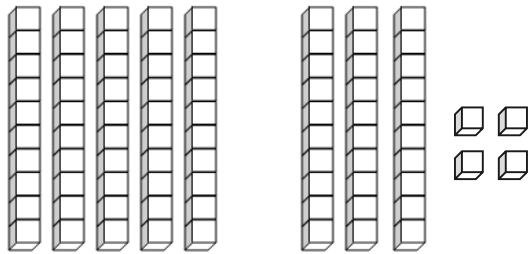
1. Solve using the pictures. Complete the number sentence to match.

a.



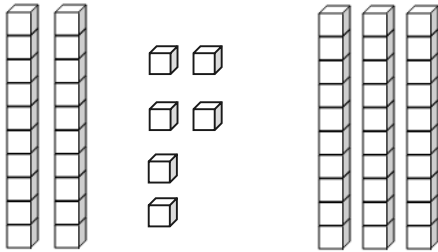
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

b.



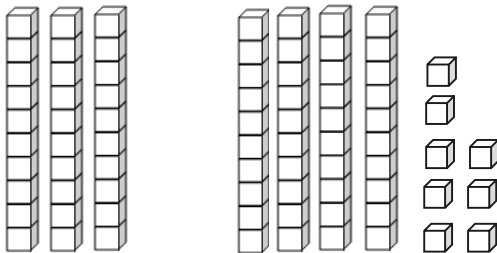
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

c.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

d.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2. Use number bonds to solve.

| | |
|---|---|
| a. $38 + 40 = \underline{\hspace{2cm}}$ | b. $54 + 30 = \underline{\hspace{2cm}}$ |
| c. $46 + 40 = \underline{\hspace{2cm}}$ | d. $30 + 57 = \underline{\hspace{2cm}}$ |
| e. $20 + 68 = \underline{\hspace{2cm}}$ | f. $25 + 70 = \underline{\hspace{2cm}}$ |

3. Solve. You may use number bonds to help you.

a. $72 + 20 = \underline{\hspace{2cm}}$

b. $48 + 50 = \underline{\hspace{2cm}}$

c. $46 + \underline{\hspace{2cm}} = 96$

d. $\underline{\hspace{2cm}} + 40 = 87$

Name _____

Date _____

1. Solve.

a. $84 + 12 = \underline{\quad}$

b. $71 + 26 = \underline{\quad}$

c. $57 + 22 = \underline{\quad}$

d. $59 + 41 = \underline{\quad}$

e. $35 + 65 = \underline{\quad}$

f. $26 + 54 = \underline{\quad}$

g. $57 + 42 = \underline{\quad}$

h. $37 + 63 = \underline{\quad}$

2. Solve.

a. $45 + 13 = \underline{\quad}$

b. $45 + 23 = \underline{\quad}$

c. $21 + 27 = \underline{\quad}$

d. $27 + 23 = \underline{\quad}$

e. $48 + 32 = \underline{\quad}$

f. $48 + 52 = \underline{\quad}$

g. $34 + 65 = \underline{\quad}$

h. $46 + 43 = \underline{\quad}$

Name _____

Date _____

1. Solve.

a. $46 + 22 = \underline{\quad}$

b. $74 + 23 = \underline{\quad}$

c. $54 + 25 = \underline{\quad}$

d. $68 + 31 = \underline{\quad}$

e. $45 + 55 = \underline{\quad}$

f. $86 + 13 = \underline{\quad}$

g. $37 + 52 = \underline{\quad}$

h. $47 + 52 = \underline{\quad}$

2. Solve using number bonds. You may choose to add the ones or tens first. Write the two number sentences to show what you did.

| | |
|----------------------|----------------------|
| a. $76 + 23 =$ _____ | b. $45 + 33 =$ _____ |
| c. $31 + 67 =$ _____ | d. $57 + 32 =$ _____ |
| e. $58 + 21 =$ _____ | f. $25 + 63 =$ _____ |
| g. $44 + 55 =$ _____ | h. $47 + 53 =$ _____ |

Name _____

Date _____

1. Solve and show your work.

a. $79 + 12 =$ _____

b. $59 + 32 =$ _____

c. $38 + 45 =$ _____

d. $36 + 47 =$ _____

e. $48 + 45 =$ _____

f. $57 + 34 =$ _____

2. Solve and show your work.

a. $24 + 37 =$ _____

b. $48 + 45 =$ _____

c. $29 + 67 =$ _____

d. $48 + 34 =$ _____

e. $69 + 27 =$ _____

f. $78 + 17 =$ _____

Name _____

Date _____

1. Solve and show your work.

| | | |
|----------------------|----------------------|----------------------|
| a. $15 + 26 =$ _____ | b. $46 + 49 =$ _____ | c. $28 + 54 =$ _____ |
| d. $69 + 13 =$ _____ | e. $69 + 23 =$ _____ | f. $69 + 19 =$ _____ |
| g. $49 + 43 =$ _____ | h. $57 + 36 =$ _____ | i. $68 + 23 =$ _____ |

2. Solve and show your work.

| | | |
|----------------------|----------------------|----------------------|
| a. $34 + 47 =$ _____ | b. $38 + 45 =$ _____ | c. $68 + 23 =$ _____ |
| d. $39 + 57 =$ _____ | e. $38 + 44 =$ _____ | f. $17 + 76 =$ _____ |
| g. $68 + 24 =$ _____ | h. $18 + 77 =$ _____ | i. $14 + 67 =$ _____ |

Name _____

Date _____

1. Solve and show your work.

a. $48 + 21 = \underline{\quad}$

b. $48 + 22 = \underline{\quad}$

c. $39 + 43 = \underline{\quad}$

d. $48 + 34 = \underline{\quad}$

e. $77 + 14 = \underline{\quad}$

f. $67 + 27 = \underline{\quad}$

g. $58 + 37 = \underline{\quad}$

h. $68 + 29 = \underline{\quad}$

2. Solve and show your work.

a. $39 + 31 = \underline{\quad}$

b. $58 + 23 = \underline{\quad}$

c. $77 + 23 = \underline{\quad}$

d. $69 + 26 = \underline{\quad}$

e. $68 + 25 = \underline{\quad}$

f. $45 + 37 = \underline{\quad}$

g. $59 + 39 = \underline{\quad}$

h. $58 + 38 = \underline{\quad}$

Name _____

Date _____

1. Solve and show your work.

a. $68 + 21 = \underline{\quad}$

b. $59 + 32 = \underline{\quad}$

c. $39 + 44 = \underline{\quad}$

d. $58 + 36 = \underline{\quad}$

e. $76 + 17 = \underline{\quad}$

f. $68 + 26 = \underline{\quad}$

g. $56 + 39 = \underline{\quad}$

h. $58 + 29 = \underline{\quad}$

2. Solve and show your work.

a. $39 + 41 = \underline{\quad}$

b. $48 + 43 = \underline{\quad}$

c. $87 + 13 = \underline{\quad}$

d. $59 + 25 = \underline{\quad}$

e. $65 + 27 = \underline{\quad}$

f. $27 + 67 = \underline{\quad}$

g. $49 + 39 = \underline{\quad}$

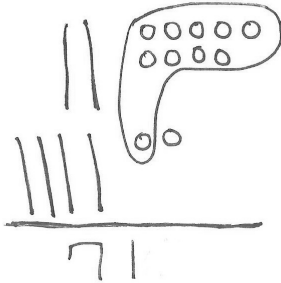
h. $38 + 58 = \underline{\quad}$

Name _____

Date _____

1. Solve using quick tens and ones drawings. Remember to line up your tens with tens and ones with ones. Write the total below your drawing.

a. $29 + 42 = \underline{\quad}$



b. $39 + 54 = \underline{\quad}$

c. $41 + 38 = \underline{\quad}$

d. $58 + 24 = \underline{\quad}$

e. $47 + 46 = \underline{\quad}$

f. $48 + 29 = \underline{\quad}$

2. Solve using quick tens and ones. Remember to line up your tens with tens and ones with ones. Write the total below your drawing.

a. $49 + 22 = \underline{\quad}$

b. $38 + 62 = \underline{\quad}$

c. $59 + 23 = \underline{\quad}$

d. $68 + 14 = \underline{\quad}$

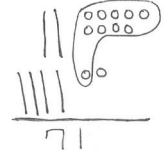
e. $46 + 36 = \underline{\quad}$

f. $69 + 26 = \underline{\quad}$

Name _____

Date _____

1. Solve using quick tens and ones drawings. Remember to line up your tens with tens and ones with ones. Write the total below your drawing.



a. $39 + 42 = \underline{\quad}$

b. $48 + 36 = \underline{\quad}$

c. $31 + 48 = \underline{\quad}$

d. $47 + 34 = \underline{\quad}$

e. $57 + 39 = \underline{\quad}$

f. $58 + 27 = \underline{\quad}$

2. Solve using quick tens and ones. Remember to line up your tens with tens and ones with ones. Write the total below your drawing.

a. $59 + 25 = \underline{\quad}$

b. $48 + 42 = \underline{\quad}$

c. $39 + 53 = \underline{\quad}$

d. $78 + 14 = \underline{\quad}$

e. $57 + 25 = \underline{\quad}$

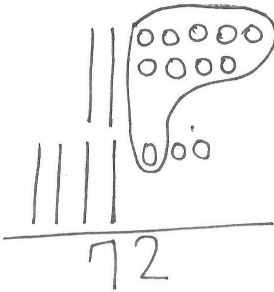
f. $69 + 27 = \underline{\quad}$

Name _____

Date _____

1. Solve using quick tens and ones drawings. Remember to line up your drawings and rewrite the number sentence vertically.

a. $29 + 43 = \underline{\quad}$



$$\begin{array}{r} 29 \\ + 43 \\ \hline 72 \end{array}$$

b. $34 + 49 = \underline{\quad}$

c. $45 + 39 = \underline{\quad}$

d. $54 + 25 = \underline{\quad}$

e. $47 + 36 = \underline{\quad}$

f. $54 + 46 = \underline{\quad}$

2. Solve using quick tens and ones. Remember to line up your drawings and rewrite the number sentence vertically.

a. $39 + 24 = \underline{\quad}$

b. $58 + 36 = \underline{\quad}$

c. $55 + 37 = \underline{\quad}$

d. $59 + 36 = \underline{\quad}$

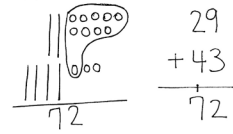
e. $37 + 58 = \underline{\quad}$

f. $68 + 29 = \underline{\quad}$

Name _____

Date _____

1. Solve using quick tens and ones drawings. Remember to line up your drawings and rewrite the number sentence vertically.



a. $39 + 45 = \underline{\quad}$

b. $64 + 28 = \underline{\quad}$

c. $47 + 38 = \underline{\quad}$

d. $53 + 27 = \underline{\quad}$

e. $38 + 48 = \underline{\quad}$

f. $53 + 45 = \underline{\quad}$

2. Solve using quick tens and ones. Remember to line up your drawings and rewrite the number sentence vertically.

a. $79 + 14 = \underline{\quad}$

b. $28 + 47 = \underline{\quad}$

c. $58 + 33 = \underline{\quad}$

d. $19 + 66 = \underline{\quad}$

e. $39 + 59 = \underline{\quad}$

f. $49 + 48 = \underline{\quad}$



recording tens and ones

Name _____

Date _____

1. Solve using quick tens and ones drawings. Remember to line up your tens and ones and rewrite the number sentence vertically.

a. $39 + 52 = \underline{\quad}$

b. $48 + 42 = \underline{\quad}$

c. $47 + 42 = \underline{\quad}$

d. $47 + 47 = \underline{\quad}$

e. $68 + 17 = \underline{\quad}$

f. $68 + 29 = \underline{\quad}$

2. Solve using quick tens and ones drawings. Remember to line up your tens and ones and rewrite the number sentence vertically.

a. $39 + 32 = \underline{\quad}$

b. $48 + 31 = \underline{\quad}$

c. $43 + 49 = \underline{\quad}$

d. $57 + 38 = \underline{\quad}$

e. $61 + 39 = \underline{\quad}$

f. $68 + 25 = \underline{\quad}$

Name _____

Date _____

1. Solve using quick tens and ones drawings. Remember to line up your tens and ones and rewrite the number sentence vertically.

a. $49 + 33 = \underline{\quad}$

b. $68 + 32 = \underline{\quad}$

c. $36 + 43 = \underline{\quad}$

d. $27 + 67 = \underline{\quad}$

e. $78 + 17 = \underline{\quad}$

f. $69 + 28 = \underline{\quad}$

2. Solve using quick tens and ones drawings. Remember to line up your tens and ones and rewrite the number sentence vertically.

| | |
|----------------------------------|----------------------------------|
| a. $29 + 52 = \underline{\quad}$ | b. $58 + 31 = \underline{\quad}$ |
| c. $73 + 26 = \underline{\quad}$ | d. $67 + 28 = \underline{\quad}$ |
| e. $41 + 59 = \underline{\quad}$ | f. $48 + 45 = \underline{\quad}$ |

Name _____

Date _____

Use any method you prefer to solve the problems below.

1.

$74 + 21 = \underline{\quad}$

2.

$79 + 21 = \underline{\quad}$

3.

$46 + 34 = \underline{\quad}$

4.

$58 + 34 = \underline{\quad}$

5.

$35 + 14 = \underline{\quad}$

6.

$35 + 18 = \underline{\quad}$

Name _____

Date _____

Use any method you prefer to solve the problems below.

1.

$61 + 15 = \underline{\quad}$

2.

$16 + 51 = \underline{\quad}$

3.

$37 + 45 = \underline{\quad}$

4.

$27 + 46 = \underline{\quad}$

5.

$58 + 27 = \underline{\quad}$

6.

$38 + 48 = \underline{\quad}$

Name _____

Date _____

Use the strategy you prefer to solve the problems below.

1.

$43 + 21 = \underline{\quad}$

2.

$43 + 41 = \underline{\quad}$

3.

$62 + 38 = \underline{\quad}$

4.

$52 + 48 = \underline{\quad}$

5.

$75 + 14 = \underline{\quad}$

6.

$75 + 16 = \underline{\quad}$

Use the strategy you prefer to solve the problems below.

7.

$$29 + 54 = \underline{\quad}$$

8.

$$27 + 54 = \underline{\quad}$$

9.

$$38 + 23 = \underline{\quad}$$

10.

$$58 + 36 = \underline{\quad}$$

11.

$$49 + 19 = \underline{\quad}$$

12.

$$28 + 69 = \underline{\quad}$$

Name _____

Date _____

Use the strategy you prefer to solve the problems below.

1.

$53 + 22 = \underline{\quad}$

2.

$23 + 52 = \underline{\quad}$

3.

$76 + 14 = \underline{\quad}$

4.

$76 + 16 = \underline{\quad}$

5.

$55 + 35 = \underline{\quad}$

6.

$54 + 46 = \underline{\quad}$

Use the strategy you prefer to solve the problems below.

7.

$$49 + 25 = \underline{\quad}$$

8.

$$49 + 45 = \underline{\quad}$$

9.

$$37 + 37 = \underline{\quad}$$

10.

$$37 + 57 = \underline{\quad}$$

11.

$$24 + 48 = \underline{\quad}$$

12.

$$26 + 68 = \underline{\quad}$$

Name _____

Date _____

1. Use the word bank to label the coin. The front and back of the coin is shown.



penny
nickel
dime

a. _____ b. _____ c. _____

2. Draw more pennies to show the value of each coin.

a.



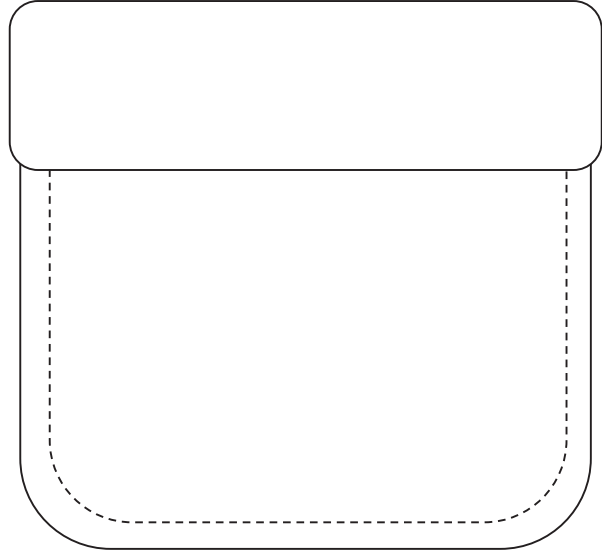
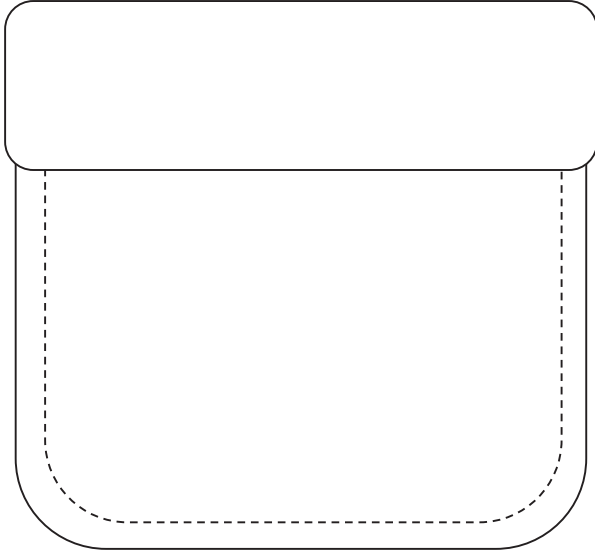
b.



3. Kim has 5 cents in her hand. Cross off (x) the hand that cannot be Kim's.



4. Anton has 10 cents in his pocket. One of his coins is a nickel. Draw coins to show two different ways he could have ten cents with the coins he has in his pocket.



5. Emi says she has more money than Kiana. Is she correct? Why or why not?

Emi's Money



Kiana's Money



Emi is correct/not correct because _____

Name _____

Date _____

1. Match.



•

penny

•



•

nickel

•



•

dime

•



2. Cross off some pennies so the remaining pennies show the value of the coin to their left.

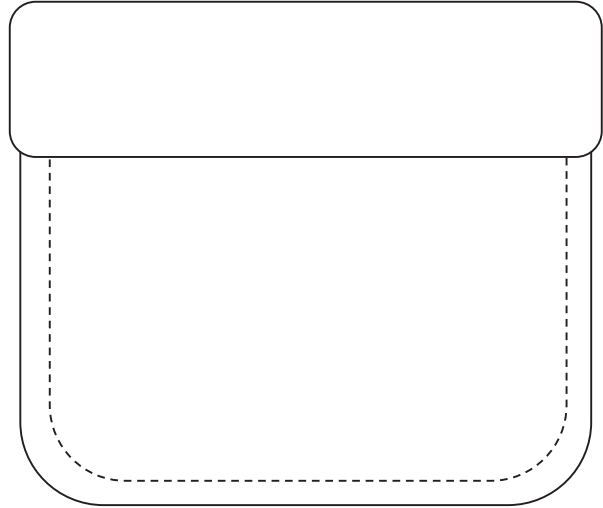
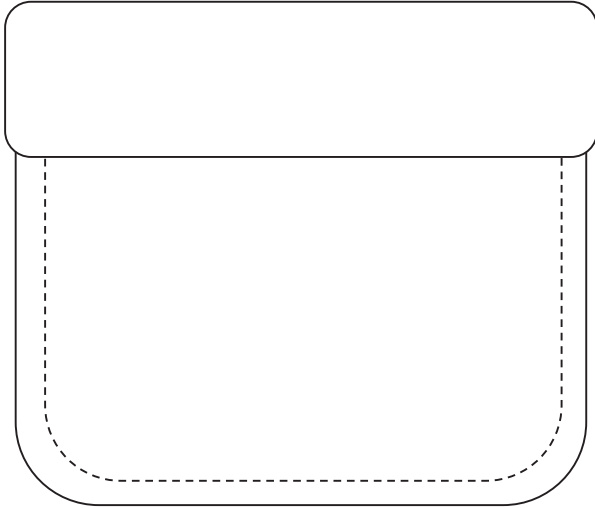
a.



b.



3. Maria has 5 cents in her pocket. Draw coins to show two different ways she could have 5 cents.



4. Solve. Draw a line to match the number sentence with the coin (or coins) that give the answer.

a. $10 \text{ cents} + 10 \text{ cents} = \underline{\hspace{2cm}} \text{ cents}$



b. $10 \text{ cents} - 5 \text{ cents} = \underline{\hspace{2cm}} \text{ cents}$



c. $20 \text{ cents} - 10 \text{ cents} = \underline{\hspace{2cm}} \text{ cents}$



d. $9 \text{ cents} - 8 \text{ cents} = \underline{\hspace{2cm}} \text{ cents}$



Name _____

Date _____

1. Use different coin combinations to make 25 cents.

| | | |
|----|--------------------------------|--|
| a. | _____ pennies | |
| b. | _____ dimes _____ pennies | |
| c. | _____ dimes _____ nickels | |
| d. | _____ nickels _____ pennies | |
| e. | _____ nickels | |
| f. | _____ quarter | |

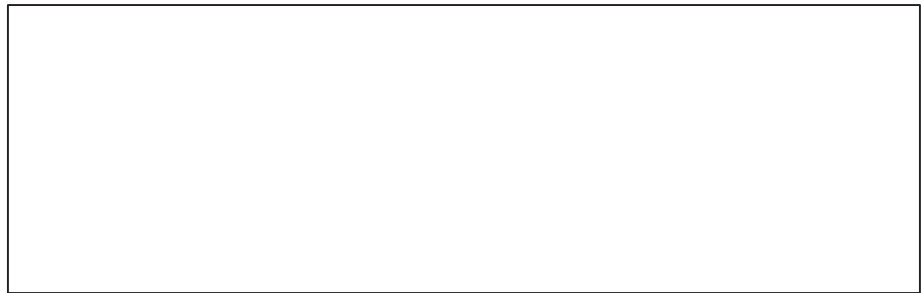
2. Use the word bank to label the coins.

pennies nickels dimes quarters



a. _____ b. _____ c. _____ d. _____

3. Draw different coins to show the value of the coin shown.



4. Match the coin combinations to the coin with the same value.

a. • •

b. • •

c. • •

Name _____

Date _____

1. Use the word bank to label the coins.

| | | | |
|-------|---------|---------|----------|
| dimes | nickels | pennies | quarters |
|-------|---------|---------|----------|



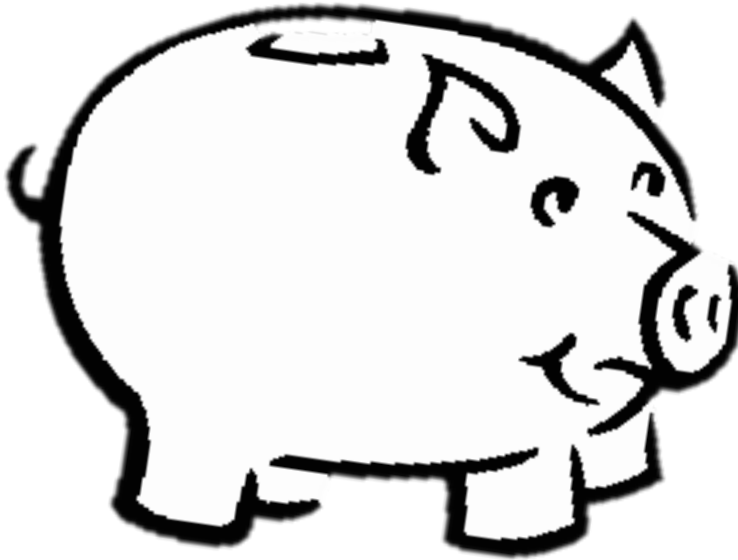
a. _____ b. _____ c. _____ d. _____

2. Write the value of each coin.

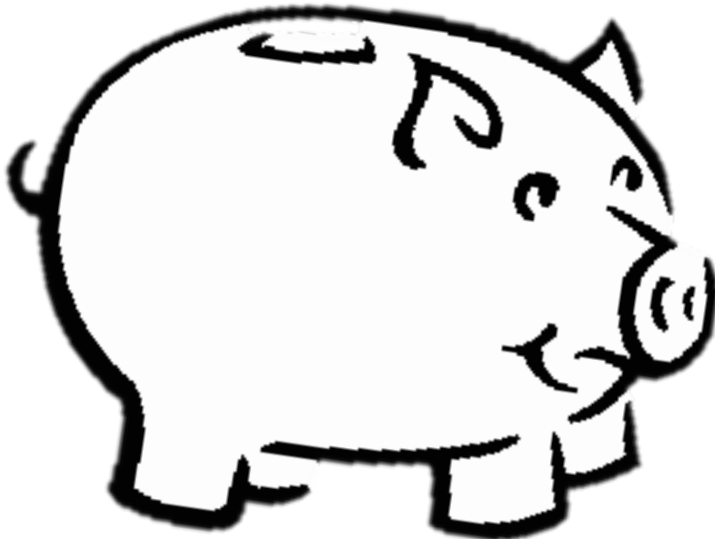
- The value of one dime is _____ cent(s).
- The value of one penny is _____ cent(s).
- The value of one nickel is _____ cent(s).
- The value of one quarter is _____ cent(s).

3. Your mom said she will give you 1 nickel or 1 quarter. Which would you take, and why?

4. Lee has 25 cents in his piggy bank. Which coin or coins could be in his bank?
- a. Draw to show the coins that could be in Lee's bank.



- b. Draw a different set of coins that could be in Lee's bank.



Name _____

Date _____

1. Use the word bank to label the coins.

quarter dime nickel penny



a. _____ b. _____ c. _____ d. _____

2. Match the coin combinations to the coin on the right with the same value.

a.



• •



b.



• •



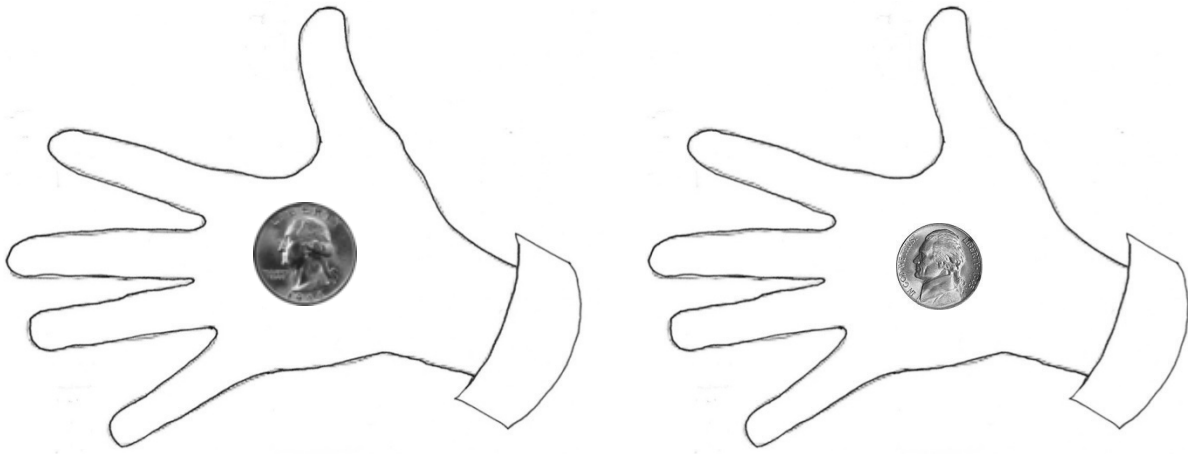
c.



• •



3. Tamra has 25 cents in her hand. Cross off (x) the hand that cannot be Tamra's.



4. Ben thinks he has more money than Peter. Is he correct? Why or why not?

Ben's Money



Peter's Money



Ben is _____ because _____

5. Solve. Match each statement to the coin that shows the value of the answer.

a. 5 pennies = _____ cents •

b. 6 cents + 4 cents = _____ cents •

c. 1 quarter = _____ cents •

d. 6 cents - 5 cents = _____ cent(s) •



Name _____

Date _____

1. Match the label to the correct coins, and write the value. There will be more than one match for each coin name.

a.

| |
|---------------|
| nickel |
| _____ cents |

●



●



b.

| |
|-------------|
| dime |
| _____ cents |

●



●



c.

| |
|----------------|
| quarter |
| _____ cents |

●



●



d.

| |
|--------------|
| penny |
| _____ cent |

●

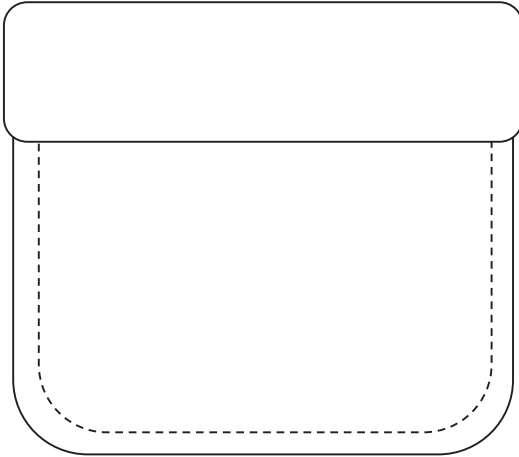


●

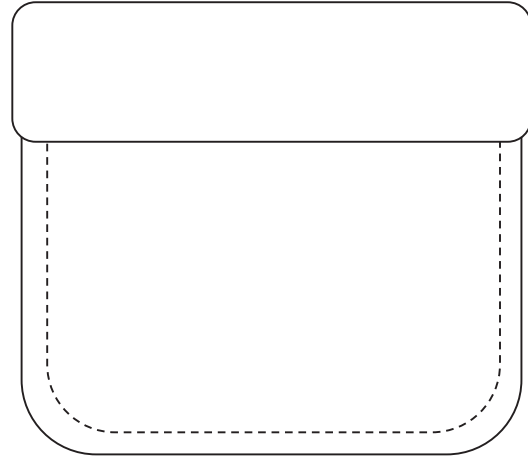


2. Lee has one coin in his pocket, and Pedro has 3 coins. Pedro has more money than Lee. Draw a picture to show the coins each boy might have.

Lee's Pocket

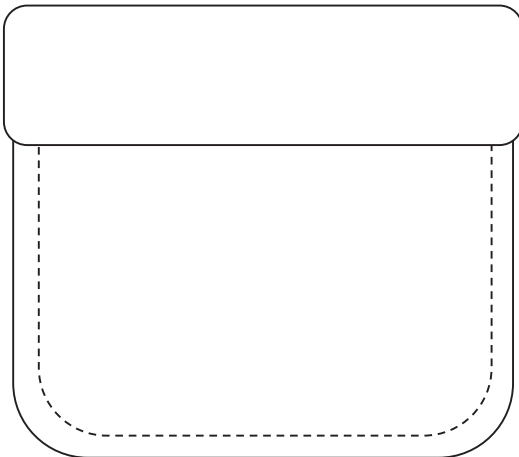


Pedro's Pocket

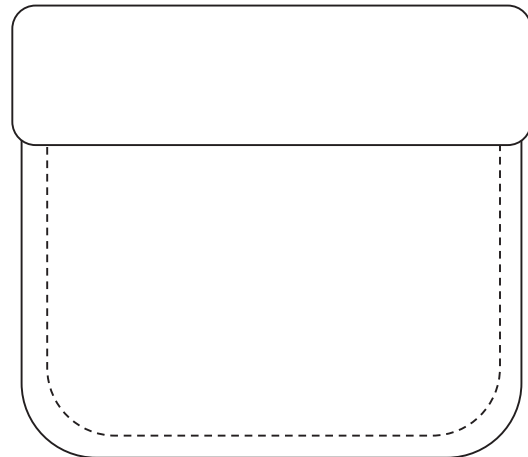


3. Bailey has 4 coins in her pocket, and Ingrid has 4 coins. Ingrid has more money than Bailey. Draw a picture to show the coins each girl might have.

Bailey's Pocket



Ingrid's Pocket



Name _____

Date _____

1. Add pennies to show the written amount.

| | |
|---------------------------|--|
| <p>a.</p> <p>8 cents</p> |  |
| <p>b.</p> <p>30 cents</p> |  |
| <p>c.</p> <p>10 cents</p> |  |
| <p>d.</p> <p>18 cents</p> |  |

2. Write the value of each group of coins.

a.



_____ cents

b.



_____ cents

c.



_____ cents

d.



_____ cents

e.



_____ cents

Name _____

Date _____

1. Add pennies to show the written amount.

| | | |
|----|----------|---|
| a. | 15 cents |  |
| b. | 28 cents |  |
| c. | 22 cents |  |
| d. | 32 cents |  |

2. Write the value of each group of coins.

a.  _____ cents

b.



_____ cents

c.



_____ cents

d.



_____ cents

e.




_____ cents

Name _____

Date _____


1. Find the value of each set of coins. Complete the place value chart to match. Write an addition sentence to add the value of the dimes and the value of the pennies.

a.




| tens | ones |
|------|------|
| | |

b.



| tens | ones |
|------|------|
| | |

c.



| tens | ones |
|------|------|
| | |

2. Check the set that shows the correct amount. Fill in the place value chart to match.

a. 80 cents

| tens | ones |
|------|------|
| | |



b. 100 cents

| tens | ones |
|------|------|
| | |



3. Draw 58 cents using dimes and pennies. Fill in the place value chart.

| tens | ones |
|------|------|
| | |

Name _____

Date _____

1. Find the value of each set of coins. Complete the place value chart. Write an addition sentence to add the value of the dimes and the value of the pennies.

a.



| tens | ones |
|------|------|
| | |

b.



| tens | ones |
|------|------|
| | |

c.

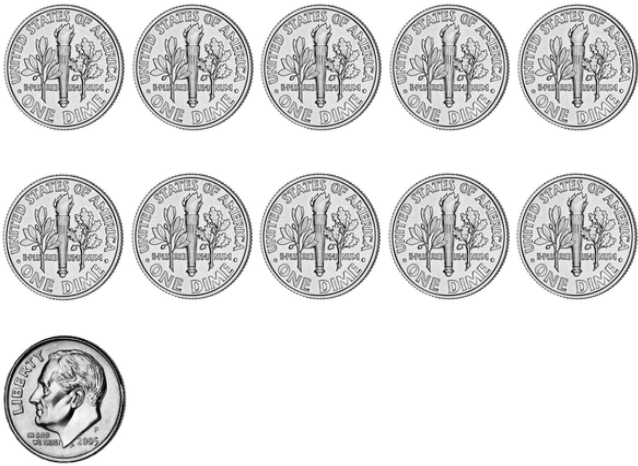



| tens | ones |
|------|------|
| | |

2. Check the set that shows the correct amount. Fill in the place value chart to match.

110 cents

| tens | ones |
|------|------|
| | |

| | |
|--|---|
| | |
|  |  |

3. a. Draw 79 cents using dimes and pennies. Fill in the place value chart to match.

| tens | ones |
|------|------|
| | |

b. Draw 118 cents using dimes and pennies. Fill in the place value chart to match.

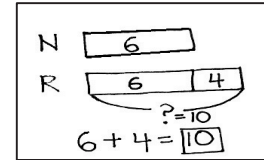
| tens | ones |
|------|------|
| | |

Name _____

Date _____

Read the word problem.Draw a tape diagram or double tape diagram and label.Write a number sentence and a statement that matches the story.

Sample Tape Diagram



1. Kiana wrote 3 poems. She wrote 7 fewer than her sister Emi. How many poems did Emi write?

2. Maria used 14 beads to make a bracelet. Maria used 4 more beads than Kim. How many beads did Kim use to make her bracelet?

3. Peter drew 19 rocket ships. Rose drew 5 fewer rocket ships than Peter. How many rocket ships did Rose draw?

4. During the summer, Ben watched 9 movies. Lee watched 4 more movies than Ben. How many movies did Lee watch?

-
5. Anton's family packed 10 suitcases for vacation. Anton's family packed 3 more suitcases than Fatima's family. How many suitcases did Fatima's family pack?

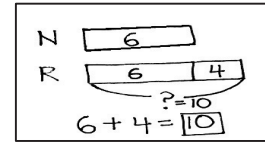
-
6. Willie painted 9 fewer pictures than Julio. Julio painted 16 pictures. How many pictures did Willie paint?

Name _____

Date _____

Read the word problem.Draw a tape diagram or double tape diagram and label.Write a number sentence and a statement that matches the story.

Sample Tape Diagram



-
1. Julio listened to 7 songs on the radio. Lee listened to 3 more songs than Julio. How many songs did Lee listen to?

-
2. Shanika caught 14 ladybugs. She caught 4 more ladybugs than Willie. How many ladybugs did Willie catch?

-
3. Rose packed 3 more boxes than her sister to move to their new house. Her sister packed 11 boxes. How many boxes did Rose pack?

4. Tamra decorated 13 cookies. Tamra decorated 2 fewer cookies than Emi. How many cookies did Emi decorate?

-
5. Rose's brother hit 12 tennis balls. Rose hit 6 fewer tennis balls than her brother. How many tennis balls did Rose hit?

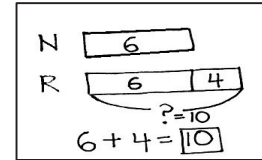
-
6. With his camera, Darnel took 5 more pictures than Kiana. He took 13 pictures. How many pictures did Kiana take?

Name _____

Date _____

Read the word problem.Draw a tape diagram or double tape diagram and label.Write a number sentence and a statement that matches the story.

Sample Tape Diagram



1. Tony is reading a book with 16 pages. Maria is reading a book that has 10 pages. How much longer is Tony's book than Maria's book?

2. Shanika built a block tower using 14 blocks. Tamra built a tower by using 5 more blocks than Shanika. How many blocks did Tamra use to build her tower?

3. Darnel walked 10 minutes to get to Kiana's house. The next day, Kiana took a shortcut and walked to Darnel's house in 8 minutes. How much shorter in time was Kiana's walk?

4. Lee read 16 pages in a book. Kim read 4 fewer pages in her book. How many pages did Kim read?

5. Nikil's soccer team has 13 players. Nikil has 4 fewer players on his team than Rose's team. How many players are on Rose's team?

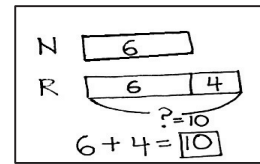
6. After dinner, Darnel washed 15 spoons. He washed 9 more spoons than forks. How many forks did Darnel wash?

Name _____

Date _____

Read the word problem.Draw a tape diagram or double tape diagram and label.Write a number sentence and a statement that matches the story.

Sample tape diagram



1. Fatima walks 15 blocks home from school. Ben walks 8 blocks. How much longer is Fatima's walk home from school than Ben's?

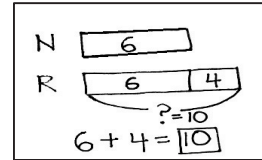
2. Maria bought a basket with 13 strawberries in it. Darnel bought a basket with 4 more strawberries than Maria. How many strawberries did Darnel's basket have in it?

3. Tamra has 5 books checked out from the library. Kim has 11 books checked out from the library. How many fewer books does Tamra have checked out than Kim?

Name _____

Date _____

Sample Tape Diagram

Read the word problem.Draw a tape diagram or double tape diagram and label.Write a number sentence and a statement that matches the story.

1. Nine letters came in the mail on Monday. Some more letters were delivered on Tuesday. Then, there were 13 letters. How many letters were delivered on Tuesday?

2. Ben and Tamra found a total of 18 seeds in their watermelon slices. Ben found 7 seeds in his slice. How many seeds did Tamra find?

3. Some children were playing on the playground. Eight children came to join, and now there are 14 children. How many children were on the playground in the beginning?

4. Willie walked for 7 minutes. Peter walked for 14 minutes. How much shorter in time was Willie's walk?

5. Emi saw 12 ants walking in a row. Fran saw 6 more ants than Emi. How many ants did Fran see?

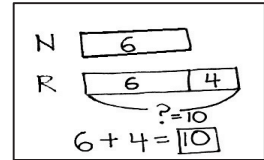
6. Shanika has 13 cents in her front pocket. She has 8 fewer cents in her back pocket. How many cents does Shanika have in her back pocket?

Name _____

Date _____

Read the word problem.Draw a tape diagram or double tape diagram and label.Write a number sentence and a statement that matches the story.

Sample Tape Diagram



-
1. Eight students lined up to go to art. Some more lined up to go to music. Then, there were 12 students in line. How many students lined up to go to music?

-
2. Peter rode his bike 5 blocks. Rose rode her bike 13 blocks. How much shorter was Peter's ride?


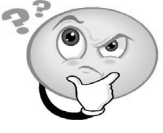





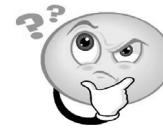



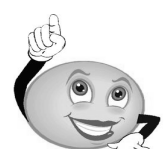

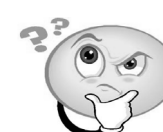
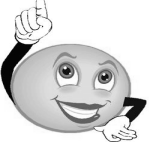


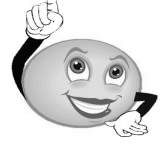
-
3. Lee and Anton collected 16 leaves on their walk. Nine of the leaves were Lee's. How many leaves were Anton's?

4. The team counted 11 soccer balls inside the net. They counted 5 fewer soccer balls outside of the net. How many soccer balls were outside of the net?
-
5. Julio saw 14 cars drive by his house. Julio saw 6 more cars than Shanika. How many cars did Shanika see?
-
6. Some students were eating lunch. Four students joined them. Now, there are 17 students eating lunch. How many students were eating lunch in the beginning?

Name _____

Date _____

1. Circle the smiley face that shows your level of fluency for each activity.

| Activity | I still need some practice. | I can complete, but I still have some questions. | I am fluent. |
|----------|---|---|---|
| a. |  |  |  |
| b. |  |  |  |
| c. |  |  |  |
| d. |  |  |  |
| e. |  |  |  |
| f. |  |  |  |

2. Which activity helped you the most in becoming fluent with your facts to 10?

Name _____

Date _____

1. Teach a family member some of our counting activities. Check all the activities you do together.

- Happy Count by ones.
 Happy Count by tens.
 Count by ones the Say Ten Way.
 Count by tens the Say Ten Way. First, start at 0; then, start at 7.
 Movement counting—count while doing squats, arm rolls, jumping jacks, etc.

2. Write the numbers from 91 to 120:

| | | | | | | | | | |
|----|--|----|--|--|--|--|--|--|--|
| 91 | | 93 | | | | | | | |
|----|--|----|--|--|--|--|--|--|--|

| | | | | | | | | | |
|--|--|--|--|-----|--|--|--|--|--|
| | | | | 105 | | | | | |
|--|--|--|--|-----|--|--|--|--|--|

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|-----|--|
| | | | | | | | | 119 | |
|--|--|--|--|--|--|--|--|-----|--|

3. Count backward by tens from 97 to 7.

97, _____, 77, _____, _____, _____, _____, _____, _____.

4. On the back of your paper, write as many sums and differences within 20 as you can. Circle the ones that were hard for you at the beginning of the year!

Name _____

Date _____

Complete a math activity each day. Color the box for each day you do the suggested activity.

Summer Math Review: Weeks 1-5

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|--|---|---|--|--------------------|
| Week 1 | Count from 87 to 120 and back. | Play Addition with Cards. | Use your tangram pieces to make a Fourth of July picture. | Use quick tens and ones to draw 76. | Complete a Sprint. |
| Week 2 | Do counting squats. Count from 45 to 60 and back the Say Ten Way. | Play Subtraction with Cards. | Make a graph of the types of fruits in your kitchen. What did you find out from your graph? | Solve $36 + 57$. Draw a picture to show your thinking. | Complete a Sprint. |
| Week 3 | Write numbers from 37 to as high as you can in one minute, while whisper-counting the Say Ten Way. | Play Target Practice or Shake Those Disks for 9 and 10. | Measure a table with spoons and then with forks. Which did you need more of? Why? | Use real coins or draw coins to show as many ways to make 25 cents as you can. | Complete a Sprint. |
| Week 4 | Do jumping jacks as you count up by tens to 120 and back down to 0. | Play Race and Roll Addition or Addition with Cards. | Go on a shape scavenger hunt. Find as many rectangles or rectangular prisms as you can. | Use quick tens and ones to draw 45 and 54. Circle the greater number. | Complete a Sprint. |
| Week 5 | Write the numbers from 75 to 120. | Play Race and Roll Subtraction or Subtraction with Cards. | Measure the route from your bathroom to your bedroom. Walk heel to toe, and count your steps. | Add 5 tens to 23. Add 2. What number did you find? | Complete a Sprint. |

Name _____

Date _____

Complete a math activity each day. Color the box for each day you do the suggested activity.

Summer Math Review: Weeks 6-10

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|--|---|--|---|---------------------------------------|
| Week 6 | Count by ones from 112 to 82. Then, count from 82 to 112. | Play Missing Part for 7. | Write a story problem for $9 + 4$. | Solve $64 + 38$. Draw a picture to show your thinking. | Complete a Core Fluency Practice Set. |
| Week 7 | Do counting squats. Count down from 99 to 75 and back up the Say Ten Way. | Play Race and Roll Addition or Addition with Cards. | Graph the colors of all your pants. What did you find out from your graph? | Draw 14 cents with dimes and pennies. Draw 10 more cents. What coins did you use? | Complete a Core Fluency Practice Set. |
| Week 8 | Write the numbers from 116 to as low as you can in one minute. | Play Missing Part for 8. | Write a story problem for $7 + \underline{\quad} = 12$. | Use quick tens and ones to draw 76. Draw dimes and pennies to show 59 cents. | Complete a Core Fluency Practice Set. |
| Week 9 | Do jumping jacks as you count up by tens from 9 to 119 and back down to 9. | Play Race and Roll Subtraction or Subtraction with Cards. | Go on a shape scavenger hunt. Find as many circles or spheres as you can. | Use quick tens and ones to draw 89 and 84. Circle the number that is less. | Complete a Core Fluency Practice Set. |
| Week 10 | Write numbers from 82 to as high as you can in one minute, while whisper counting the Say Ten Way. | Play Target Practice or Shake Those Disks for 6 and 7. | Measure the steps from your bedroom to the kitchen, walking heel to toe, and then have a family member do the same thing. Compare. | Solve $47 + 24$. Draw a picture to show your thinking. | Complete a Core Fluency Practice Set. |

Addition (or Subtraction) with Cards

Materials: 2 sets of numeral cards 0–10

- Shuffle the cards, and place them face down between the two players.
- Each partner flips over two cards and adds them together or subtracts the smaller number from the larger one.
- The partner with the largest sum or smallest difference keeps the cards played by both players in that round.
- If the sums or differences are equal, the cards are set aside, and the winner of the next round keeps the cards from both rounds.
- When all the cards have been used, the player with the most cards wins.

Sprint

Materials: Sprint (Sides A and B)

- Do as many problems on Side A as you can in one minute. Then, try to see if you can improve your score by answering even more of the problems on Side B in a minute.

Target Practice

Materials: 1 die

- Choose a target number to practice (e.g., 10).
- Roll the die, and say the other number needed to hit the target. For example, if you roll 6, say 4, because 6 and 4 make ten.

Shake Those Disks

Materials: Pennies

The amount of pennies needed depends on the number being practiced. For example, if students are practicing sums for 10, they need 10 pennies.

- Shake your pennies, and drop them on the table.
- Say two addition sentences that add together the heads and tails. (For example, if they see 7 heads and 3 tails, they would say $7 + 3 = 10$ and $3 + 7 = 10$.)
- Challenge: Say four addition sentences instead of two. (For example, $10 = 7 + 3$, $10 = 3 + 7$, $7 + 3 = 10$, and $3 + 7 = 10$.)

Race and Roll Addition (or Subtraction)

Materials: 1 die

Addition

- Both players start at 0.
- They each roll a die and then say a number sentence adding the number rolled to their total. (For example, if a player's first roll is 5, the player says $0 + 5 = 5$.)
- They continue rapidly rolling and saying number sentences until someone gets to 20 without going over. (For example, if a player is at 18 and rolls 5, the player would continue rolling until she gets a 2.)
- The first player to 20 wins.

Subtraction

- Both players start at 20.
- They each roll a die and then say a number sentence subtracting the number rolled from their total. (For example, if a player's first roll is 5, the player says $20 - 5 = 15$.)
- They continue rapidly rolling and saying number sentences until someone gets to 0 without going over. (For example, if a player is at 5 and rolls 6, the player would continue rolling until she gets a 5.)
- The first player to 0 wins.

Cut Out Packet

| | | | |
|---|----------|----------|---|
| 0 | 1 | 2 | 3 |
| 4 | 5 | <u>6</u> | 7 |
| 8 | <u>9</u> | 10 | 5 |
| = | + | + | - |

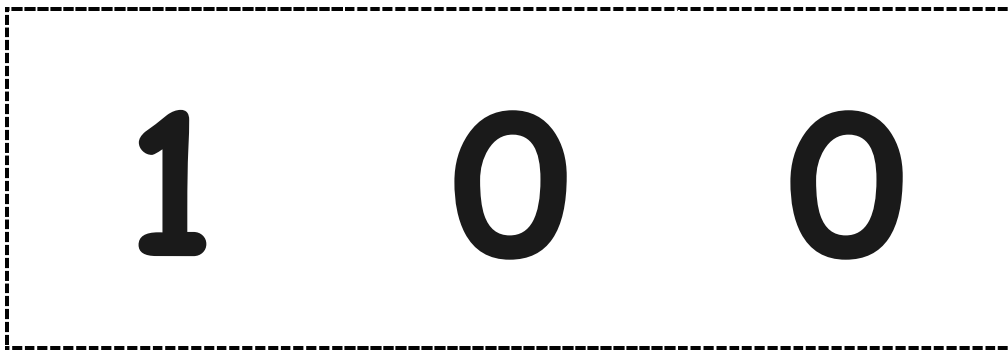
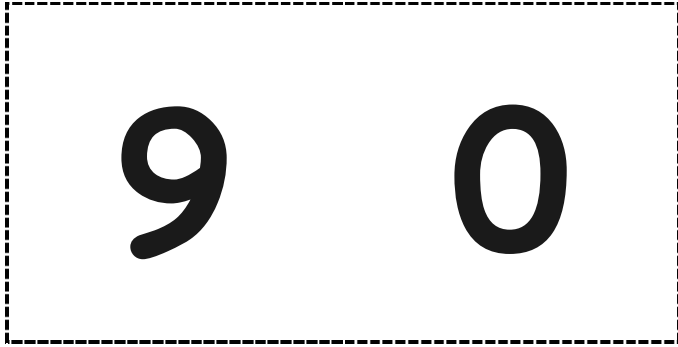
numeral cards

| | | | |
|---|---|---|---|
| 1 | 0 | 2 | 0 |
| 3 | 0 | 4 | 0 |
| 5 | 0 | 6 | 0 |
| 7 | 0 | 8 | 0 |

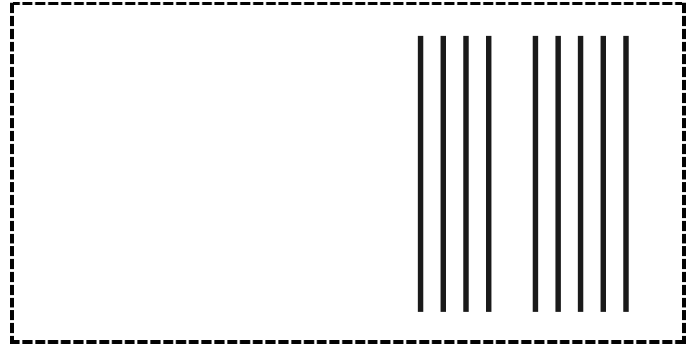
Hide Zero cards, numeral side. Copy double-sided, and replace the cards from Module 4.

| | | |
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| | | |
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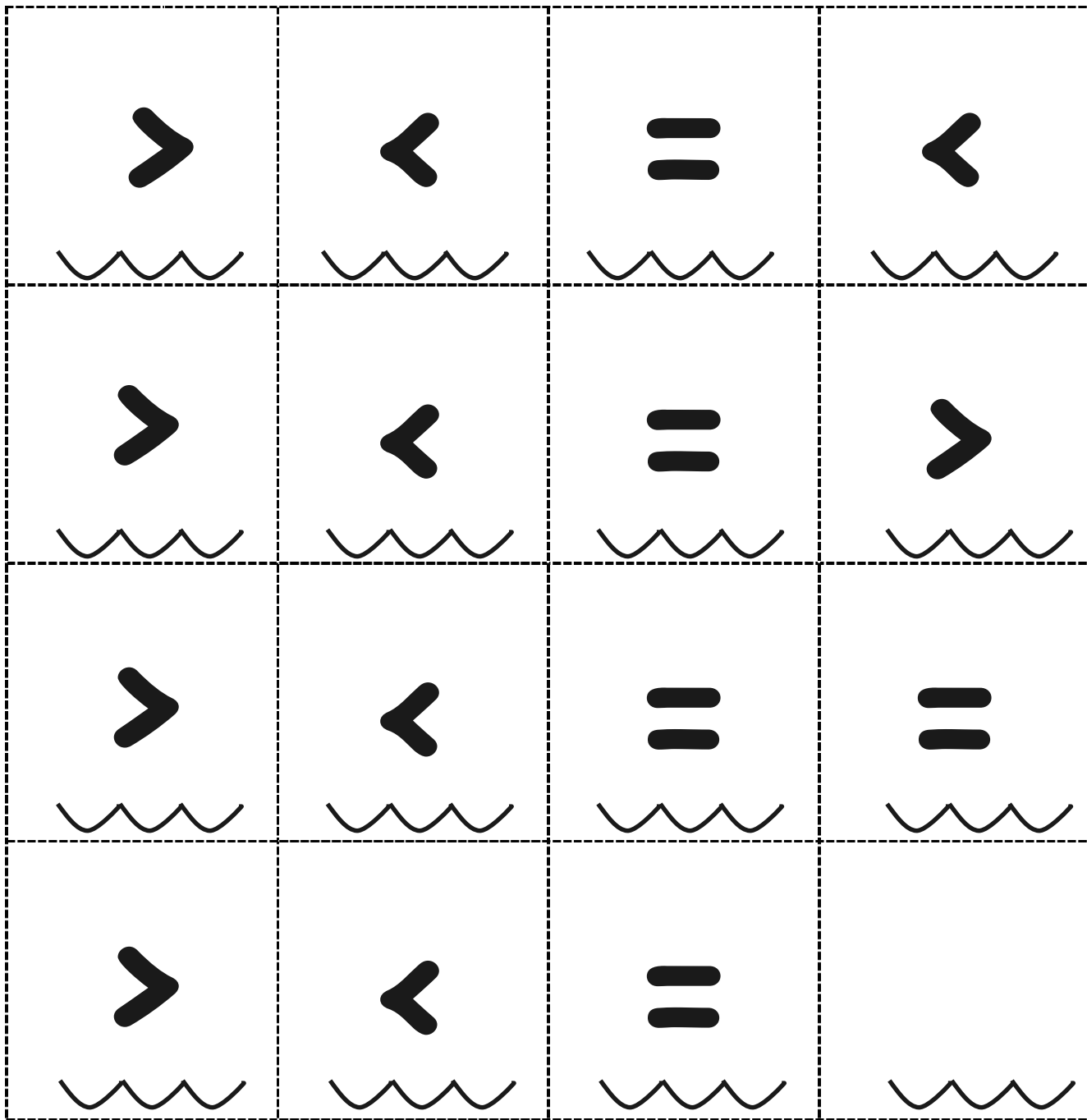
Hide Zero cards, quick tens side. Copy double-sided, and replace the cards from Module 4.



Hide Zero cards, numeral side. Copy double-sided, and replace the cards from Module 4.



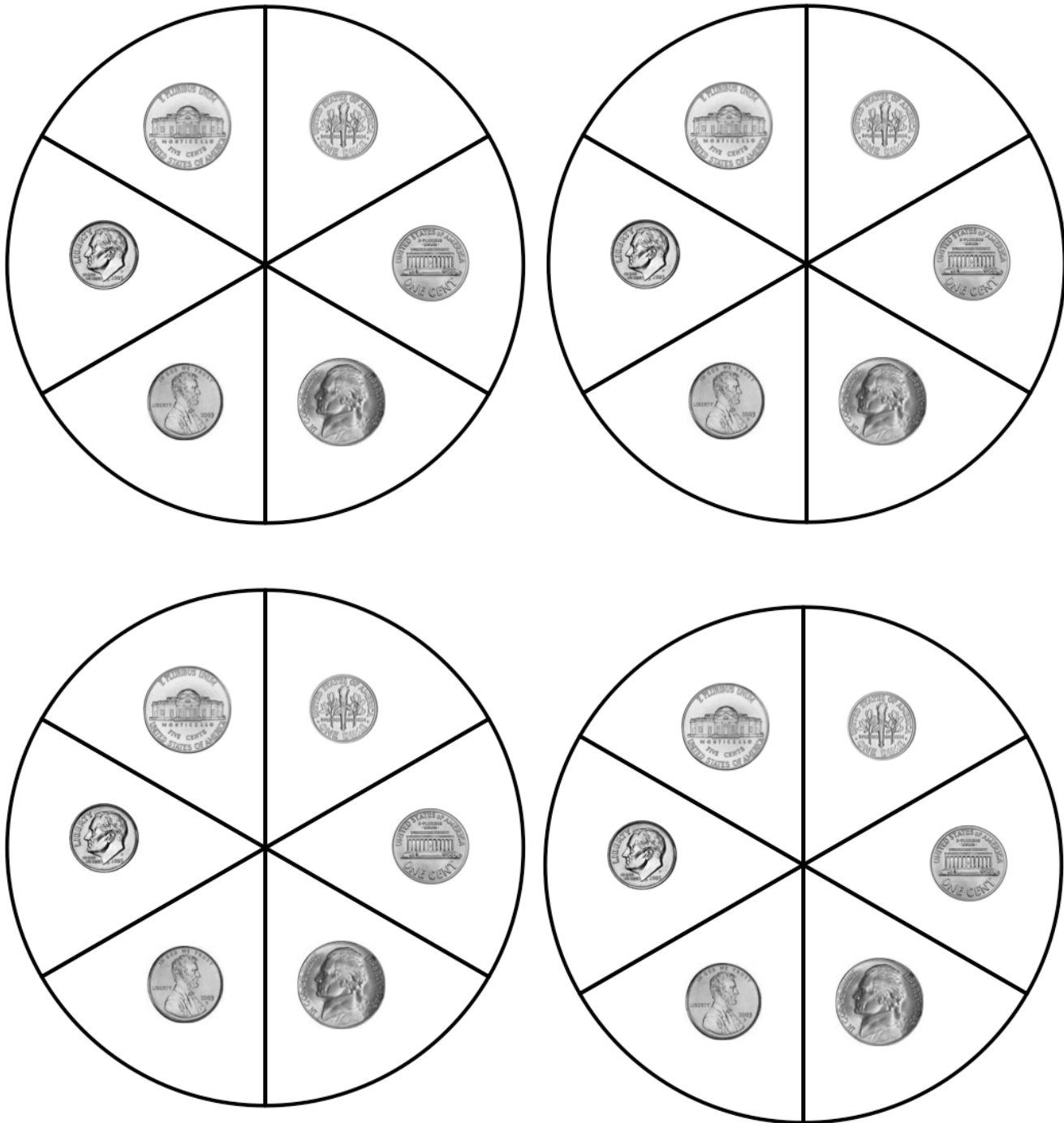
Hide Zero cards, quick tens side. Copy double-sided, and replace the cards from Module 4.



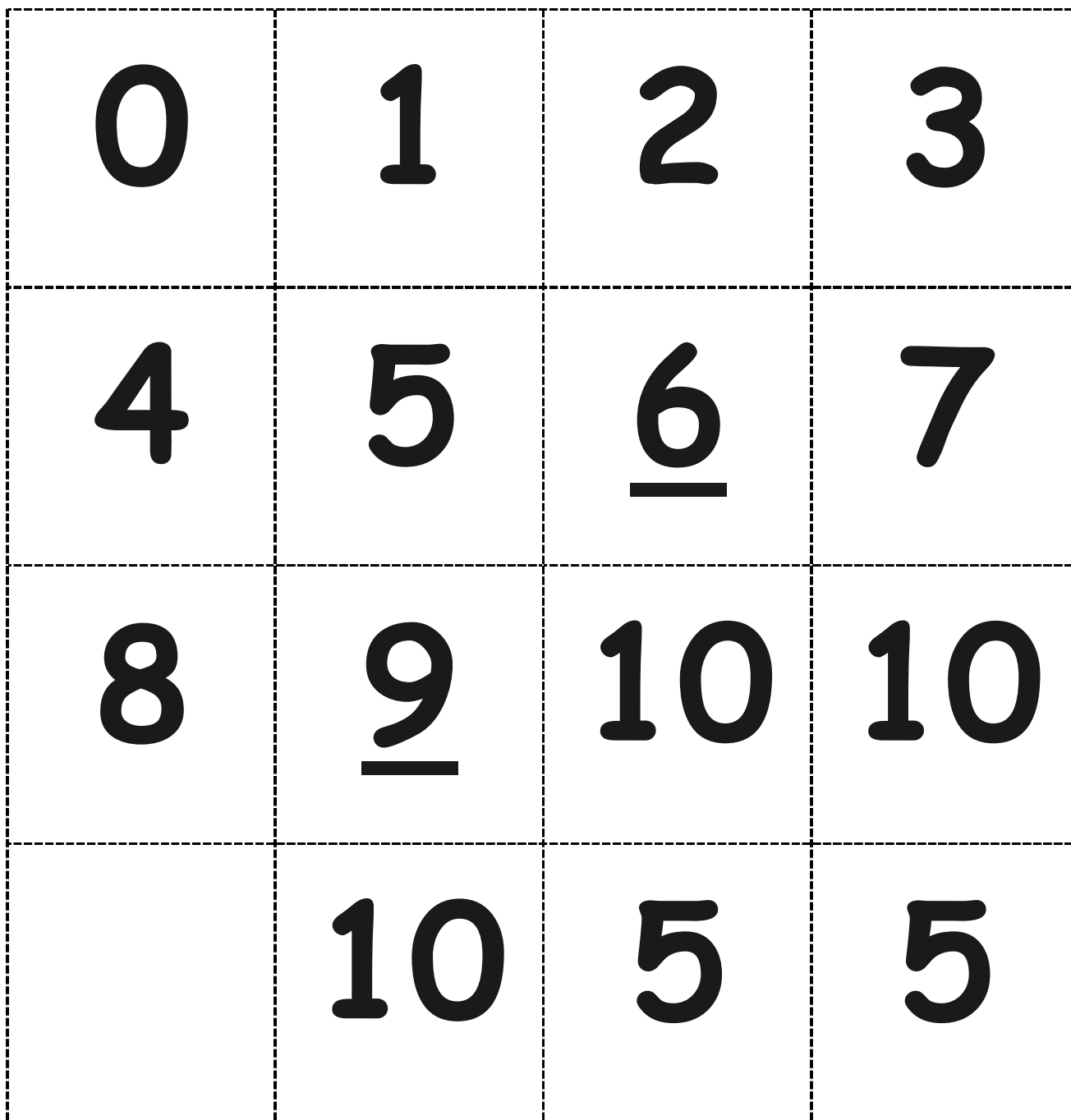
comparison cards, page 1. Print double-sided on cardstock. Distribute each of the three cards to students.

| | | | |
|--------------|----------|-----------|--------------|
| less than | equal to | less than | greater than |
| greater than | equal to | less than | greater than |
| equal to | equal to | less than | greater than |
| | equal to | less than | greater than |

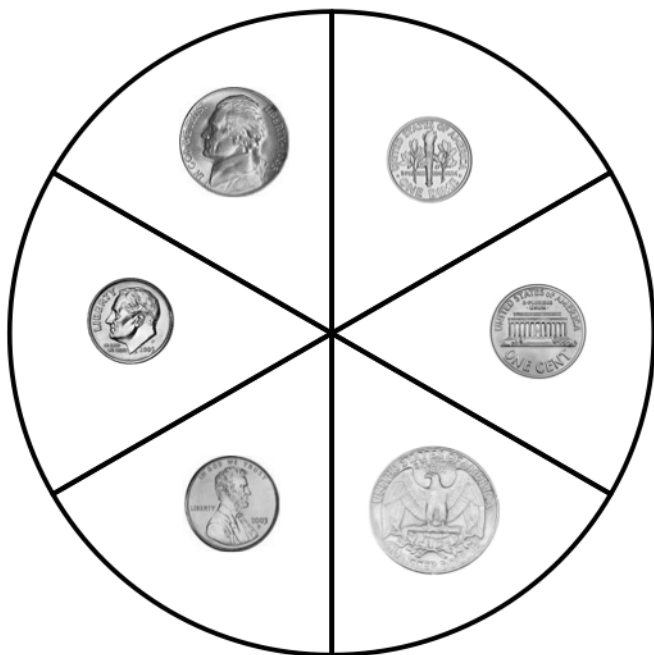
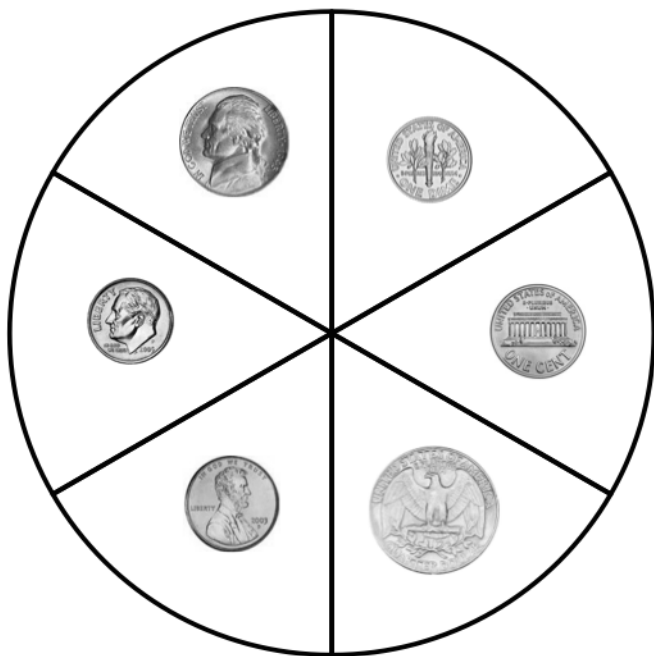
comparison cards, page 2. Print double-sided on cardstock. Distribute each of the three cards to students.



spinner: each group or set of partners needs 1 circle from this page. see image for use with pencil and paper clip.



numeral cards



coin spinner with quarter