OER K–5 Math

EDITION 1

ENGLISH

Grade 1
Module 4

SUCCEED

PLACE VALUE, COMPARISON, ADDITION AND SUBTRACTION TO 40

STUDENT EDITION

Succeed

K–5 Math Grade 1 Module 4

PLACE VALUE, COMPARISON, ADDITION AND SUBTRACTION TO 40

Acknowledgment

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice

These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Read–Draw–Write (RDW) Process

The K–5 Math materials support students as they problem solve by using a simple, repeatable process introduced by the teacher. The Read–Draw–Write (RDW) process calls for students to

1. Read the problem.
2. Draw and label.
3. Write a number sentence (equation).
4. Write a word sentence (statement).

Families may support the process by encouraging their student to ask themselves questions such as

- What do I see?
- Can I draw something?
- What conclusions can I make from my drawing?

The more students participate in reasoning through problems with this systematic approach, the more they internalize these practices and thought processes.

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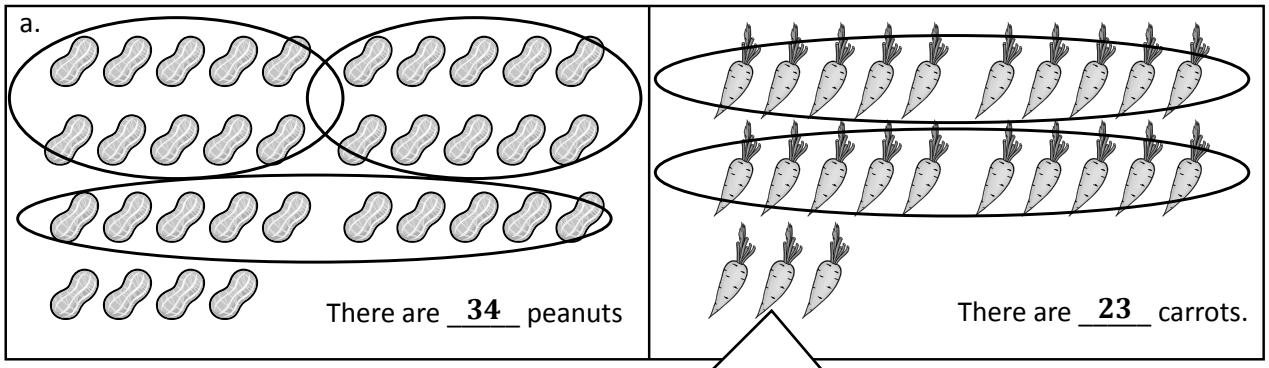
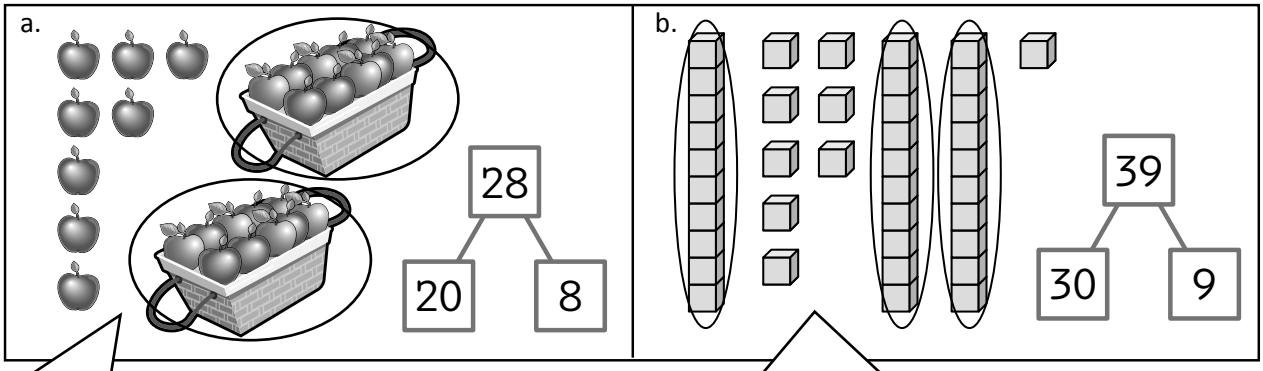
1. Circle groups of 10. Write the number to show the total amount of objects.



I circle groups of ten. I count the tens first and then the ones. 2 tens 3 ones is 23.

2. Make a number bond to show tens and ones. Circle tens to help. Write the number to show the total amount of objects.

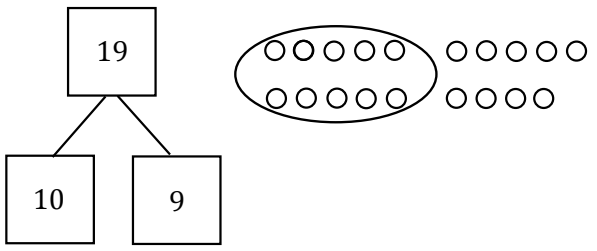


I think 10, 20, and 8 is 28.

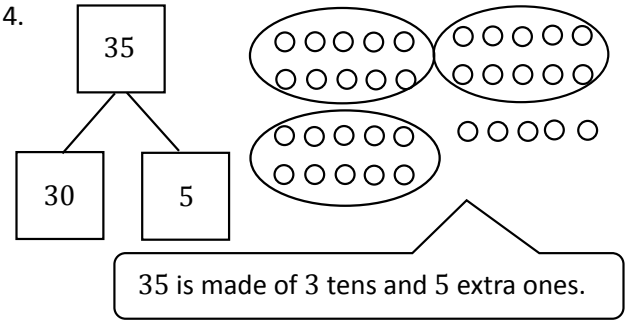
When I count with ten-sticks, it's much quicker to count. 10, 20, 30, 31, 32, 33, …, 39.

Make or complete a math drawing to show tens and ones. Complete the number bonds.

3.



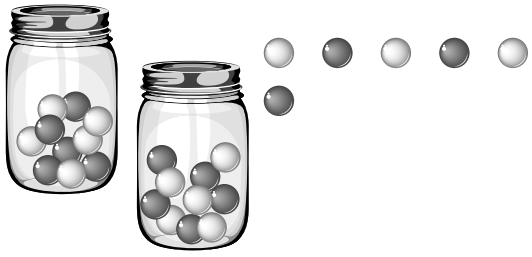
4.



Name _____ Date _____

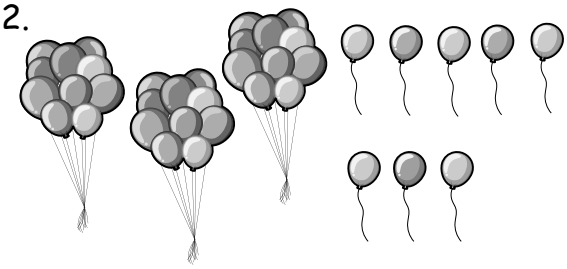
Circle groups of 10. Write the number to show the total amount of objects.

1.



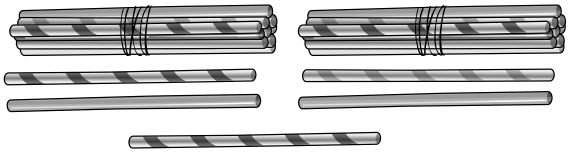
There are _____ marbles.

2.



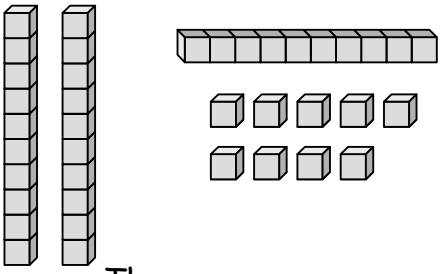
There are _____ balloons.

3.



There are _____ straws.

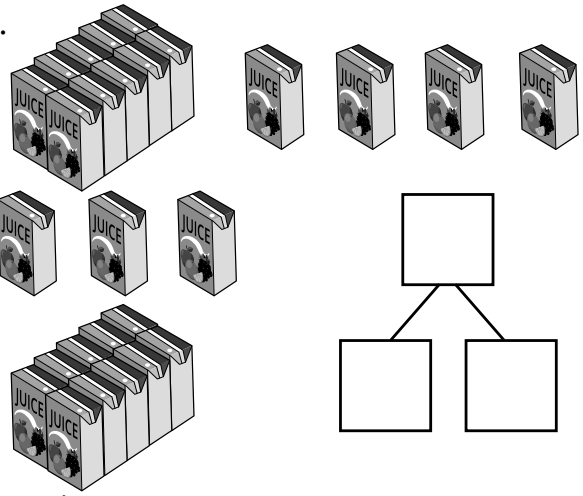
4.



There are _____ cubes.

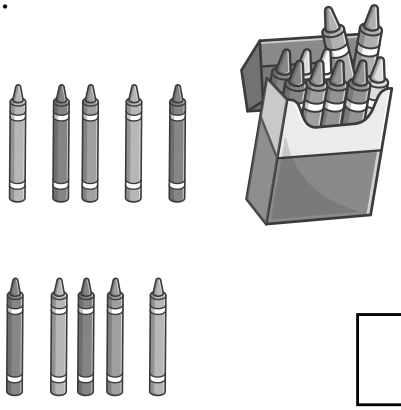
Make a number bond to show tens and ones. Circle tens to help. Write the number to show the total amount of objects.

5.



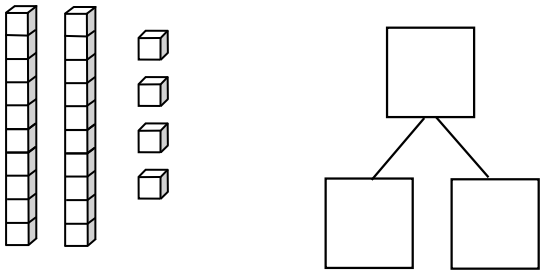
There are _____ juice boxes.

6.

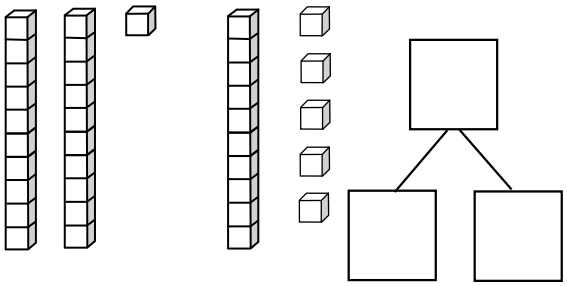


There are _____ crayons.

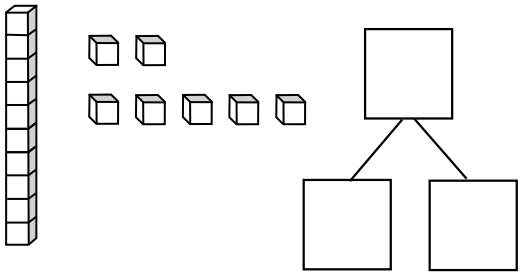
Make a number bond to show tens and ones. Circle tens to help. Write the number to show the total amount of objects.

7. 

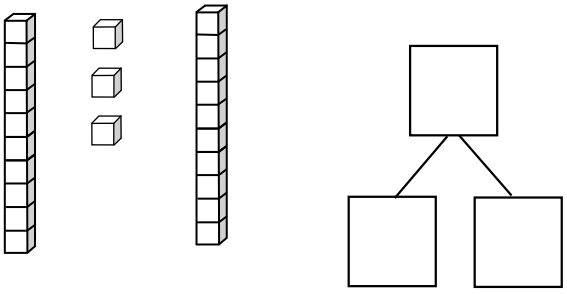
There are _____ cubes.

8. 

There are _____ cubes.

9. 

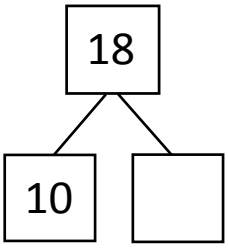
There are _____ cubes.

10. 

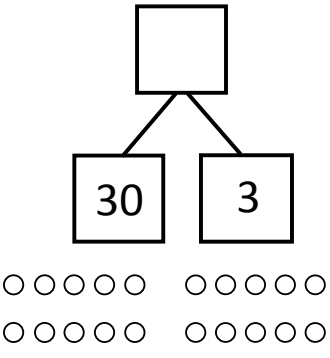
There are _____ cubes.

Make or complete a math drawing to show tens and ones. Complete the number bonds.

11.

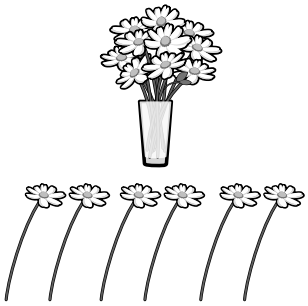


12.



Write the tens and ones. Complete the statement.

1.



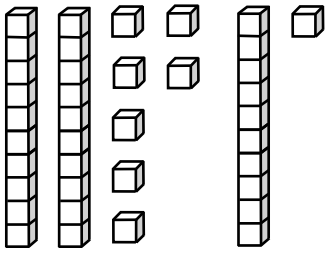
tens	ones
1	6

There are **16** flowers.

In the number 16, the 1 stands for 1 ten. The 6 stands for 6 ones.

Write the tens and ones. Complete the statement.

2.



tens	ones
3	8

There are **38** cubes.

38 can be separated into **2** parts: **30** and **8**. I have 3 ten sticks and 8 extra ones.

Write the missing numbers. Say them the regular way and the Say Ten way.

3.

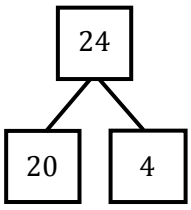
tens	ones
2	7

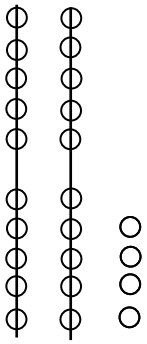
27

I look at the place value chart. 2 tens and 7 ones is 27. I can say it the Say Ten way: 2 tens 7.

4. Choose a number less than 40. Make a math drawing to represent it. Fill in the number bond and place value chart.

tens	ones
2	4



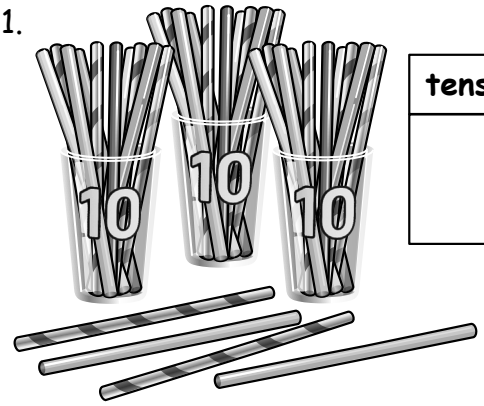


I can make a 5-group column drawing. I draw 2 tens and 4 ones. 24 is 20 and 4.

Name _____ Date _____

Write the tens and ones. Complete the statement.

1.



tens	ones

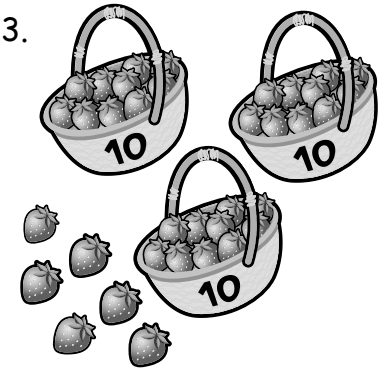
There are _____ straws

2.

tens	ones

There are _____ peanuts

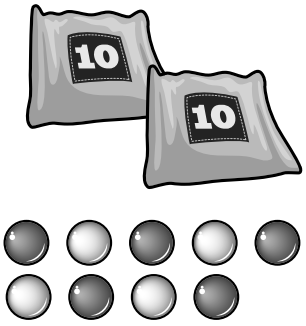
3.



tens	ones

There are _____ strawberries

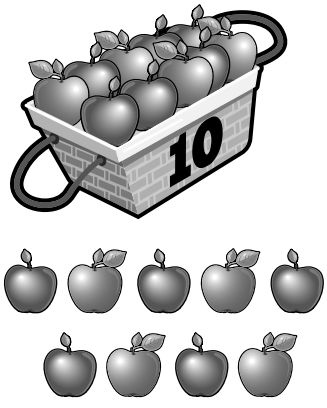
4.



tens	ones

There are _____ beads

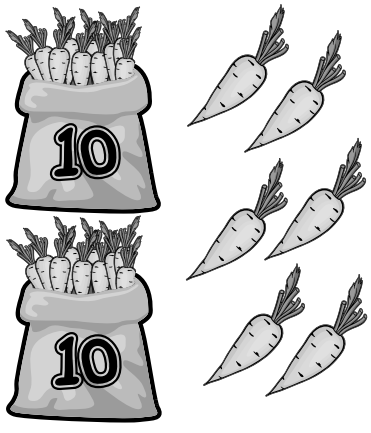
5.



tens	ones

There are _____ apples

6.

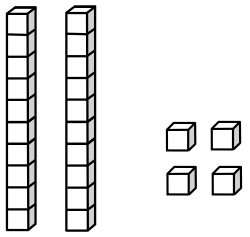


tens	ones

There are _____ carrots

Write the tens and ones. Complete the statement.

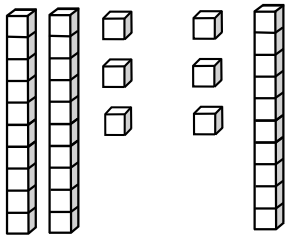
7.



tens	ones

There are _____cubes.

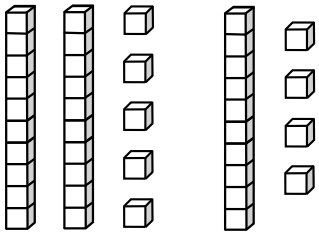
8.



tens	ones

There are _____cubes.

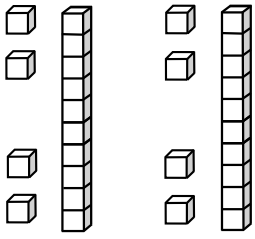
9.



tens	ones

There are _____cubes.

10.



tens	ones

There are _____cubes.

Write the missing numbers. Say them the regular way and the Say Ten way.

11.

tens	ones

➡ 23

12.

tens	ones
3	2

➡ _____

13.

tens	ones
0	9

➡ _____

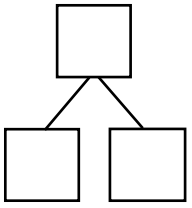
14.

tens	ones
4	0

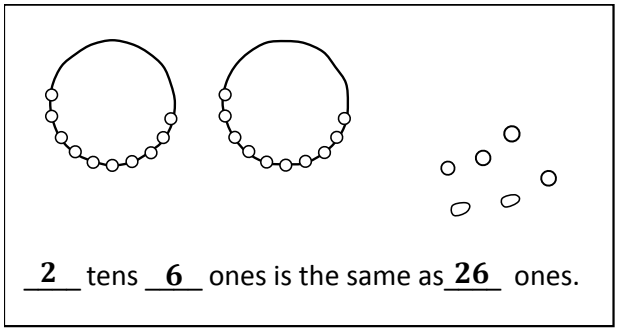
➡ _____

15. Choose a number less than 40. Make a math drawing to represent it, and fill in the number bond and place value chart.

tens	ones



1. Count as many tens as you can. Complete the statement. Say the numbers and the sentences.



__2__ tens __6__ ones is the same as __26__ ones.

I see **26** as **2** tens and **6** extra ones. I count by tens first. **10**, **20**, and **6** ones is **26**.

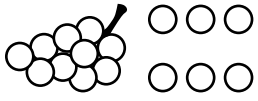
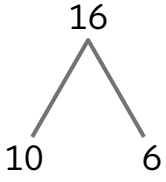
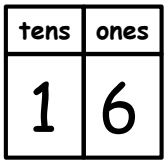
Fill in the missing numbers.

The number 27 doesn't have 7 ones. It has 27 ones!

2.	**27**	tens: 2, ones: 7	**27** ones
3.	38	8 ones 3 tens	38 ones
4.	**30**	**0** ones **3** tens	**30** ones

There are 38 ones. Or I can say 38 has 3 tens 8 ones. Each ten is made of 10 ones. So, I can count on by tens to get to 30 and then by ones to get to 38.

5. Choose at least one number less than 40. Draw the number in 3 ways:

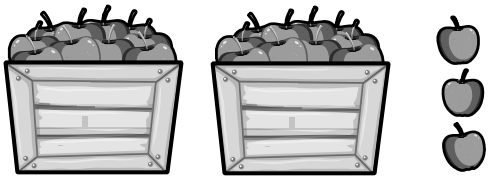
As grapes:	In a number bond:	In the place value chart:
		

I draw 1 group of 10 grapes since 16 has 1 ten. Then, I draw 6 extra grapes to show 6 ones. I can think of 16 as 1 ten 6 ones or 16 ones.

Name _____ Date _____

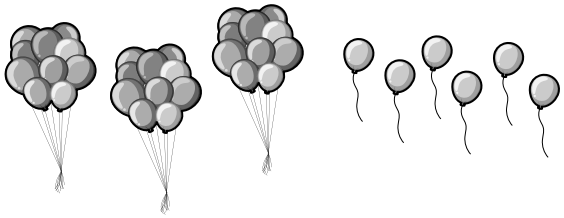
Count as many tens as you can. Complete each statement. Say the numbers and the sentences.

1.



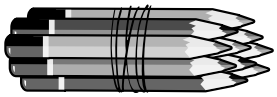
_____ tens _____ ones is the same as _____ ones.

2.



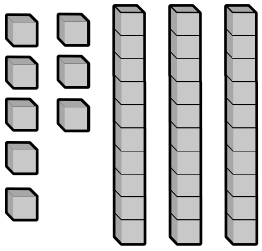
_____ tens _____ ones is the same as _____ ones.

3.



_____ ten _____ ones is the same as _____ ones.

4.



_____ tens _____ ones is the same as _____ ones.

Fill in the missing numbers.

5. _____ ➡

tens	ones
2	9

➡ _____ ones

6. 34 ➡ _____ **tens** _____ **ones** ➡ _____ ones

7. _____ ➡

tens	ones
3	8

➡ _____ ones

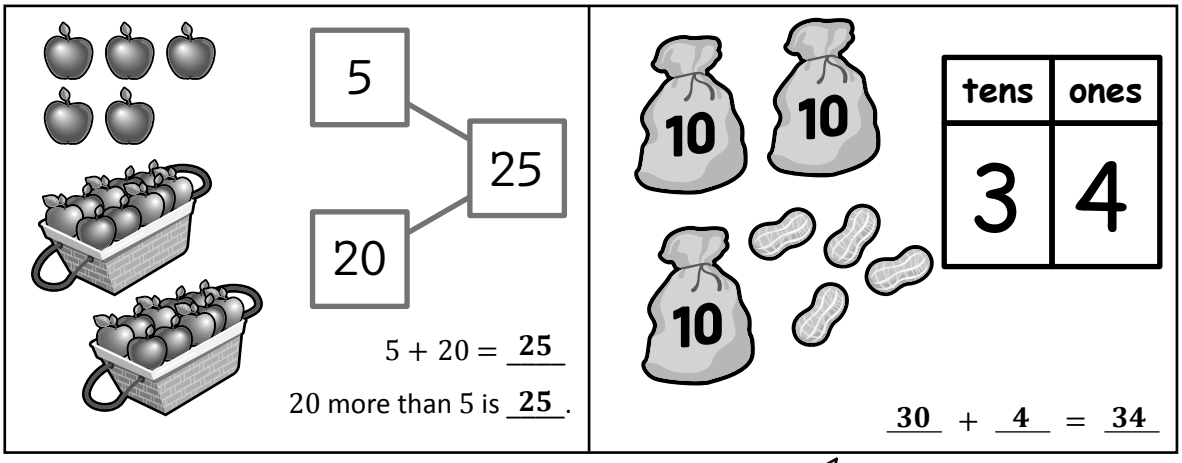
8. _____ ➡ 9 **ones** 3 **tens** ➡ _____ ones

9. _____ ➡ _____ **ones** _____ **tens** ➡ 40 ones

10. Choose at least one number less than 40. Draw the number in 3 ways:

As grapes:	In a number bond:	In the place value chart:
		

1. Fill in the number bond, or write the tens and ones. Complete the addition sentences.



$5 + 20 =$ **25**

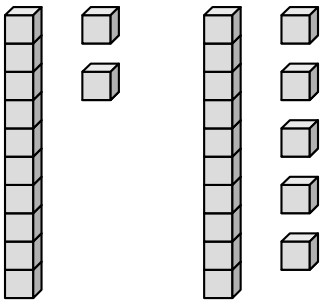
20 more than 5 is **25**.

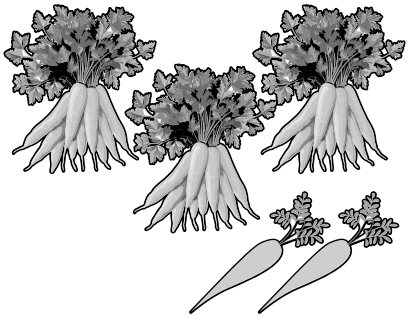
30 + **4** = **34**

I can make a number bond that shows the tens and ones. I can break apart 25 into 20 and 5.

3 tens 4 ones is the same as the number 34. 3 is the digit in the tens place, and 4 is the digit in the ones place.

2. Match the pictures with the words.





This statement combines tens and ones!

2 more than 30 is **32**.

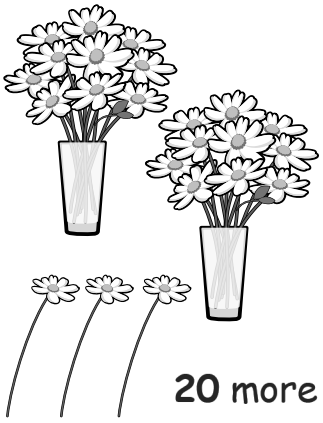
20 + 7 = 27

I can write a number sentence with the tens first, or I can write it with the ones first, like $7 + 20 = 27$. One number tells how many tens there are, and the other tells how many ones there are.

Name _____ Date _____

Fill in the number bond, or write the tens and ones. Complete the addition sentences.

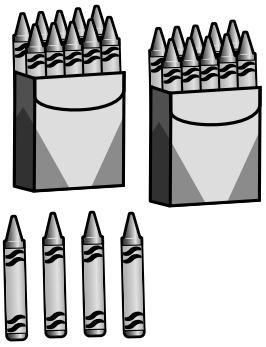
1.



3 + 20 = _____

20 more than 3 is _____.

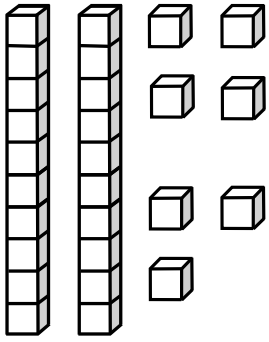
2.



20 + 4 = _____

4 more than 20 is _____.

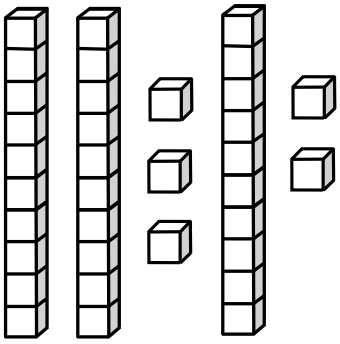
3.



tens	ones

7 + 20 = _____

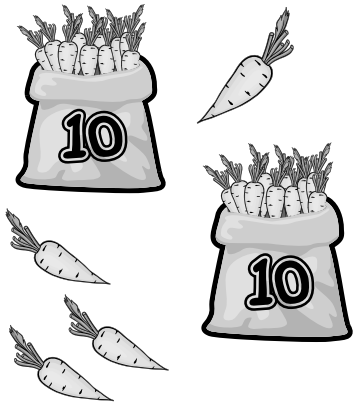
4.



tens	ones

_____ + 30 = _____

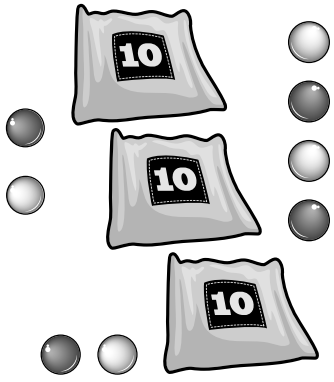
5.



tens	ones

20 + _____ = _____

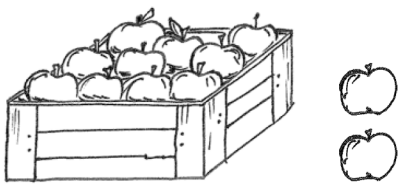
6.



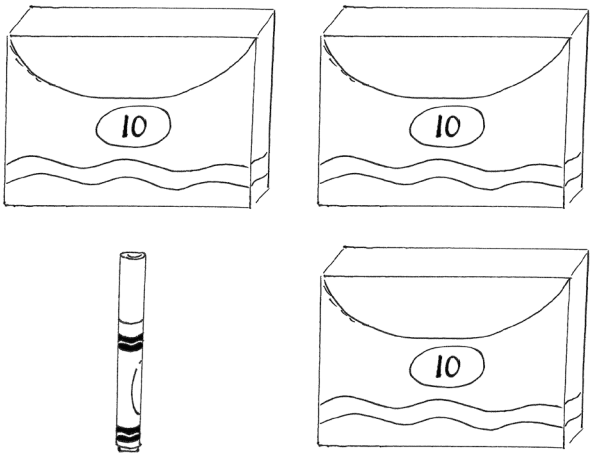
tens	ones

_____ + _____ = _____

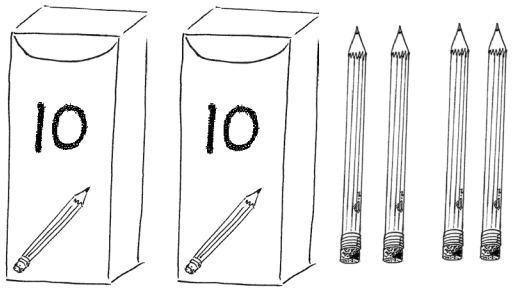
Match the pictures with the words.

7. 

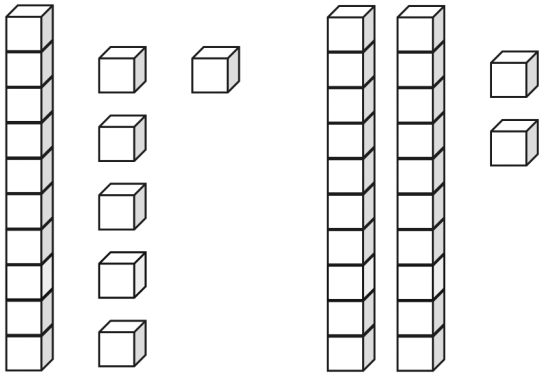
• • 1 and 30 make _____.

8. 

• • 8 + 30 = _____.

9. 

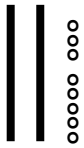
• • 2 more than 10 is _____.

10. 

• • 20 + 4 = _____.

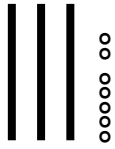
Draw quick tens and ones to show the number. Then draw 1 more or 10 more.

1.



1 more than 27 is **28**.

2.



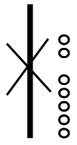
10 more than 27 is **37**.

I can show 27 with 2 quick tens and 7 ones in a 5-group column. To figure out 1 more, I add 1 circle to the ones, so 7 ones becomes 8 ones.

Look at how quickly I can draw 37. A quick ten is a line that holds 10 beads! It represents a ten. I can draw one more quick ten to show 10 more than 27.

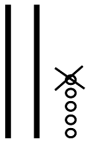
Draw quick tens and ones to show the number. Cross off (x) to show 1 less or 10 less.

3.



10 less than 17 is **7**.

4.

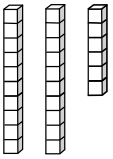


1 less than 25 is **24**.

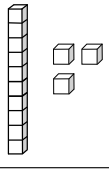
I can cross out a quick ten when I want to show 10 less than 17. Now, there are no tens and 7 ones.

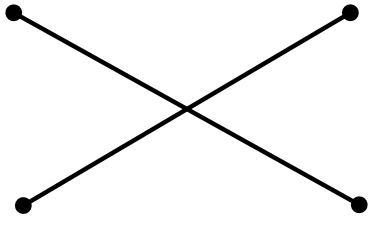
Match the words to the picture that shows the right amount.

5.



6.





10 less than 23

10 more than 16

The digit in the tens place changes when I think of 10 more than 16. The new number 26. That's 2 tens 6 ones.

Name _____ Date _____

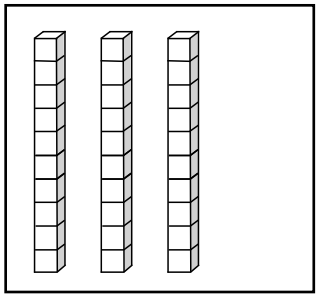
Draw quick tens and ones to show the number. Then, draw 1 more or 10 more.

1. 1 more than 38 is _____.	2. 10 more than 38 is _____.
3. 1 more than 35 is _____.	4. 10 more than 35 is _____.

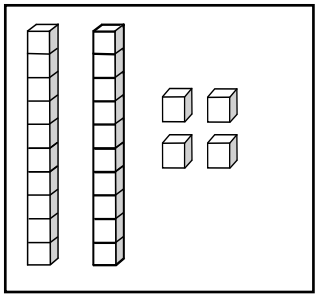
Draw quick tens and ones to show the number. Cross off (x) to show 1 less or 10 less.

5. 10 less than 23 is _____.	6. 1 less than 23 is _____.
7. 10 less than 31 is _____.	8. 1 less than 31 is _____.

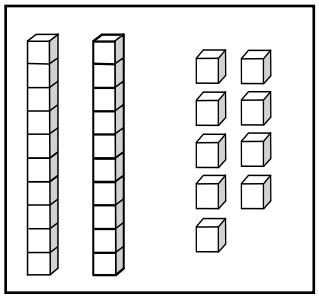
Match the words to the picture that shows the right amount.

9. 

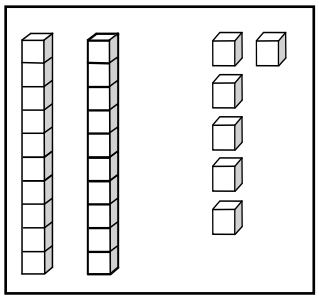
- 1 less than 30.

10. 

- 1 more than 23.

11. 

- 10 less than 36.

12. 

- 10 more than 20.

Fill in the place value chart and the blanks.

1.

dimes	pennies
3	5

__35__ = 3 tens 5 ones

1 dime has the same value as 10 pennies, but it's just 1 coin. 3 dimes and 5 pennies equal 3 tens 5 ones. That's 35 cents!

2.

dimes	pennies
0	6

__6__ = __0__ tens __6__ ones

I don't see any tens because there are no dimes. The value of 6 pennies is 6 cents.

Fill in the blank. Draw or cross off tens or ones as needed.

3.

10 more than 30 is __40__.

I can draw 1 more dime since I want to show 10 more. So, 3 tens changes to 4 tens. 30 cents + 10 cents = 40 cents.

4.

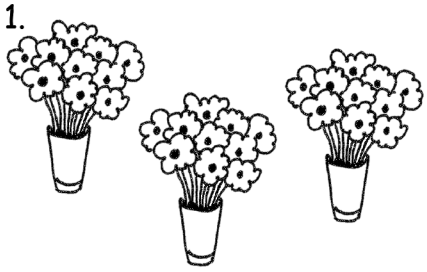
1 less than 24 is __23__.

When I cross off 1 penny, I have 1 less, or 23 cents. I could write this in my place value chart as 2 tens 3 ones.

Name _____ Date _____

Fill in the place value chart and the blanks.

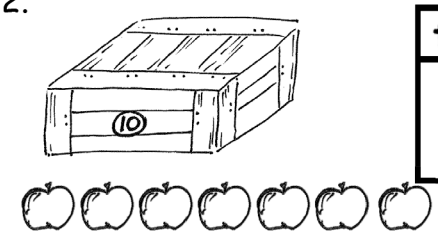
1.



tens	ones

30 = _____ **tens**

2.



tens	ones

17 = _____ **ten** and _____ **ones**

3.

dimes	pennies

_____ = 2 **tens** 2 **ones**

4.

dimes	pennies

_____ = 3 **tens** 3 **ones**

5.

dimes	pennies

_____= _____ **tens** _____ **ones**

6.

dimes	pennies

_____ = _____ **tens** _____ **ones**

7.

tens	ones

_____ = _____ **ten** _____ **ones**

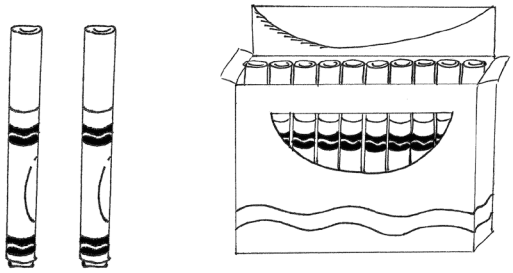
8.

tens	ones

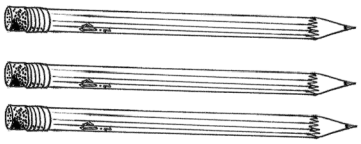
_____ **tens** _____ **ones** = _____

Fill in the blank. Draw or cross off tens or ones as needed.

10 more than 25 is 35.

9. 

1 more than 12 is _____.

10. 

10 more than 3 is _____.

11. 

10 more than 22 is _____.

12. 

1 more than 22 is _____.

13. 

1 less than 39 is _____.

14. 

10 less than 39 is _____.

15. 

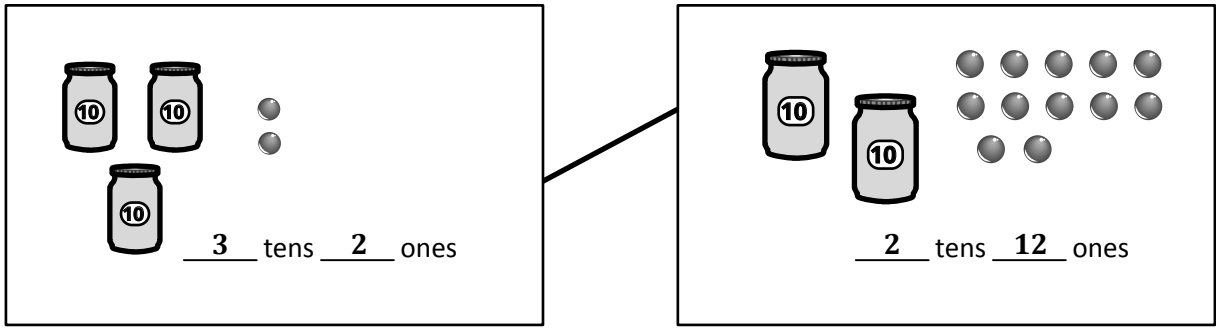
10 less than 33 is _____.

16. 

1 less than 33 is _____.

1. Fill in the blanks, and match the pairs that show the same amount.

I can match these pictures because they both show 32. 3 tens 2 ones is equal to 2 tens 12 ones. If I bundle 10 ones in the picture on the right, it would have 3 tens 2 ones.



2. Match the place value charts that show the same amount.

The place value chart shows how many tens and ones. It's okay to have more than 9 in the ones. 2 tens 15 ones is 35.

tens	ones
3	5

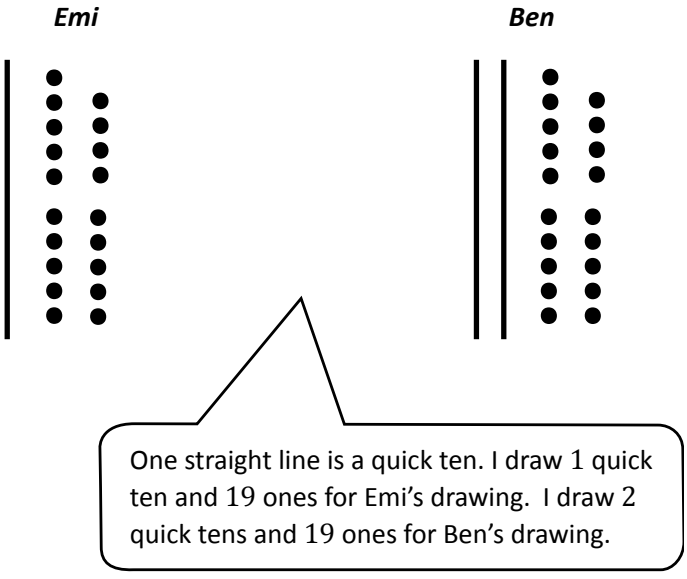
tens	ones
3	7

tens	ones
0	37

tens	ones
2	15

3 tens 7 ones is the same as 37 ones. I can unbundle the 3 tens, which makes 30 ones. I add the 7 ones, and now I have 37 ones.

3. Emi says 29 is the same as 1 ten 19 ones, and Ben says 29 is the same as 2 tens 19 ones. Draw quick tens to show if Emi or Ben is correct.

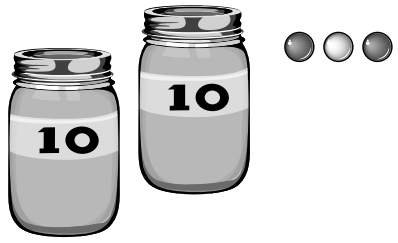


Emi is correct because 1 ten 19 ones is the same as 29. Ben is not correct because 2 tens 19 ones is the same as 39, which is not 29.

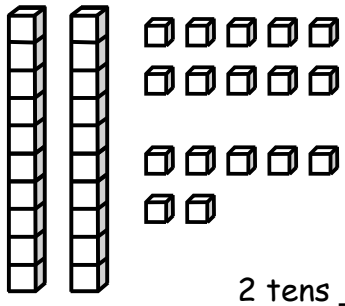
Name _____ Date _____

1. Fill in the blanks, and match the pairs that show the same amount.

a.

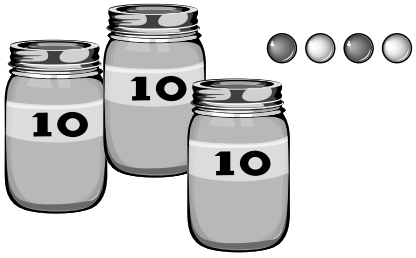


_____ tens _____ ones

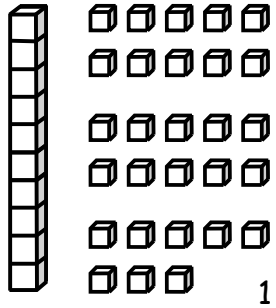


2 tens _____ ones

b.

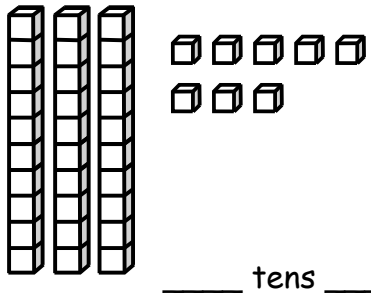


_____ tens _____ ones

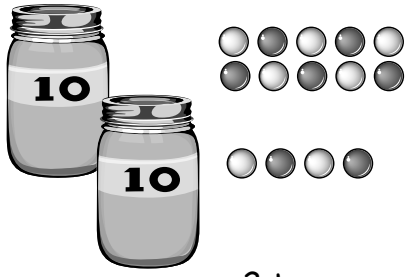


1 ten _____ ones

c.

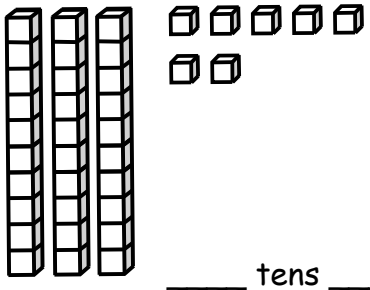


_____ tens _____ ones

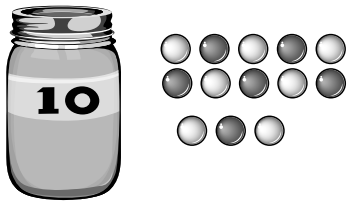


2 tens _____ ones

d.



_____ tens _____ ones



1 ten _____ ones

2. Match the place value charts that show the same amount.

a.

tens	ones
2	18

tens	ones
3	8

b.

tens	ones
1	16

tens	ones
2	1

c.

tens	ones
0	21

tens	ones
2	6

3. Check each sentence that is true.

☐ a. 35 is the same as 1 ten 25 ones.

☐ b. 28 is the same as 1 ten 18 ones.

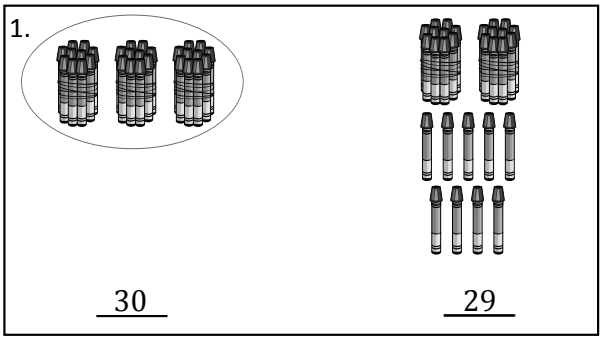
☐ c. 36 is the same as 2 tens 16 ones.

☐ d. 39 is the same as 2 tens 29 ones.

4. Emi says that 37 is the same as 1 ten 27 ones, and Ben says that 37 is the same as 2 tens 7 ones. Draw quick tens to show if Emi or Ben is correct.

Write the number, and circle the set that is *greater* in each pair. Say a statement to compare the two sets.

1.



30 29

I look at the tens place first to find the number that is greater. 3 tens is more than 2 tens. So, 30 is greater than 29.

Circle the number that is *greater* for each pair.

2.

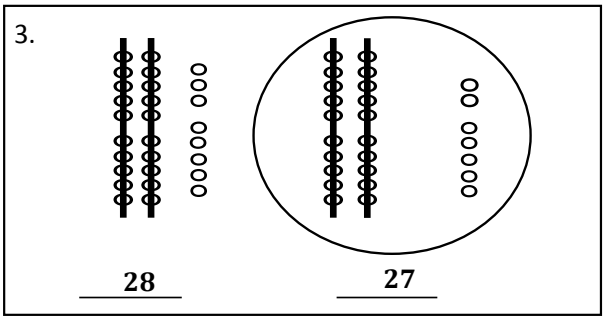
3 tens 9 ones

4 tens 8 ones

4 tens is greater than 3 tens, so 48 is greater than 39.

Write the number, and circle the set that is *less* in each pair. Say a statement to compare the two sets.

3.



28 27

First, I look at the tens place and both numbers have 2 tens. Next, I look at the ones place, and 7 ones is less than 8 ones. So, 27 is less than 28.

4. Write the value, and circle the set of coins that has *less* value.

14 *cents*

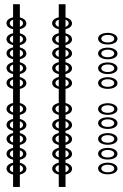
22 *cents*

The first set has 5 coins, and the second set has 4 coins, but you have to look at the values! Dimes and pennies are like tens and ones. So, 1 ten 4 ones is less than 2 tens 2 ones.

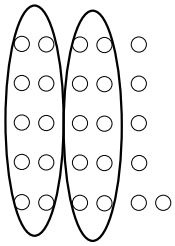
5. Maddox and Caroline are playing cards. If Caroline's total has 29 ones and Maddox's total is 26, whose total is less? Draw a math drawing to explain how you know.

29 ones is also 2 tens 9 ones! I can draw a picture and just compare ones!

C



M

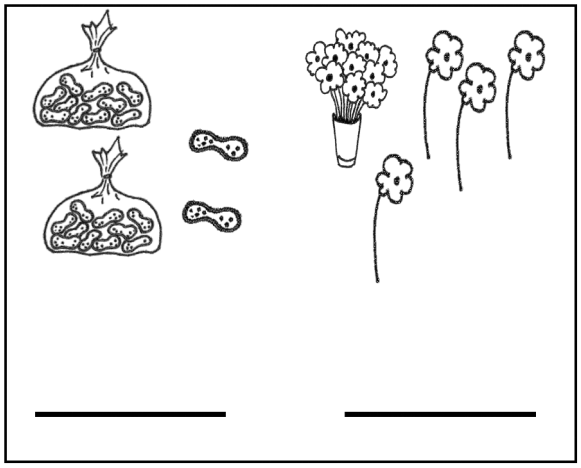


Maddox's total is less. I know because they both have 2 tens, so I looked at the ones. Maddox only has 6 ones, and Caroline has 9 ones. So, Maddox has less.

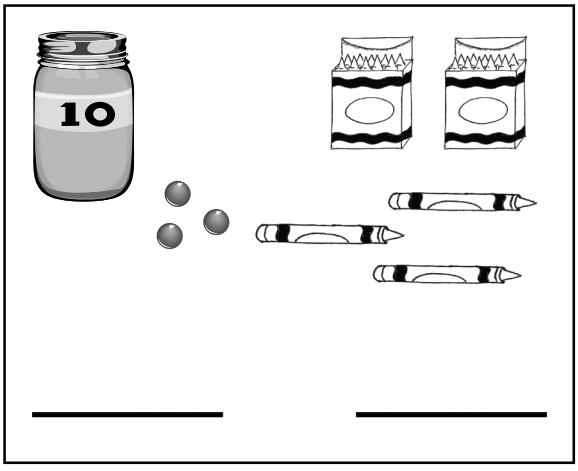
Name _____ Date _____

Write the number, and circle the set that is *greater* in each pair. Say a statement to compare the two sets.

1.



2.



Circle the number that is *greater* for each pair.

3.

3 tens 8 ones	3 tens 9 ones

4.

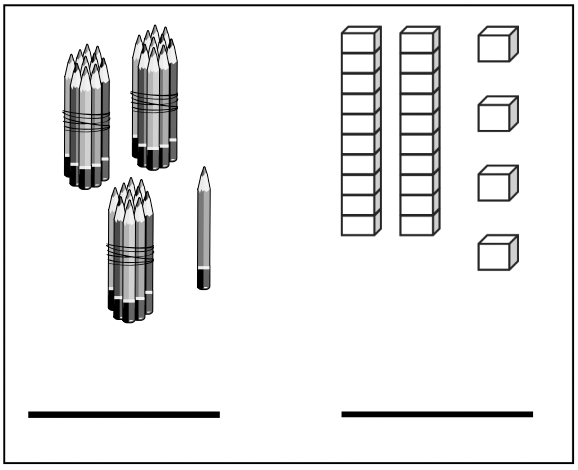
25	35

5. Write the value and circle the set of coins that has *greater* value.

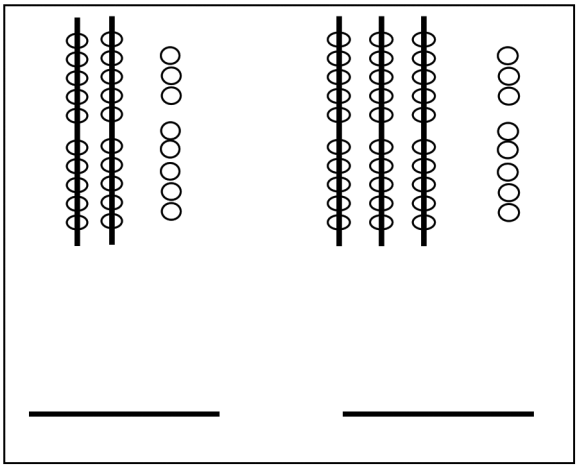
_____ _____

Write the number, and circle the set that is *less* in each pair. Say a statement to compare the two sets.

6.



7.



Circle the number that is *less* for each pair.

8.

2 tens 7 ones	3 tens 7 ones

9.

22	29

10. Write the value and circle the set of coins that has *less* value.

11. Katelyn and Jose are playing comparison with cards. They have recorded the totals for each round. For each round, circle the total that won the cards, and write the statement. The first one is done for you.

ROUND 1: The total that is **greater** wins.

Katelyn's Total	Jose's Total
16	19

19 is greater than 16.

a. ROUND 2: The total that is **less** wins.

Katelyn's Total	Jose's Total
27	24

b. ROUND 3: The total that is **greater** wins.

Katelyn's Total	Jose's Total
32	22

c. ROUND 4: The total that is **less** wins.

Katelyn's Total	Jose's Total
29	26

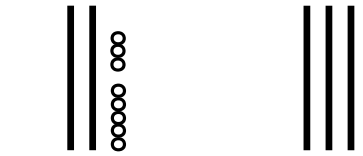
d. If Katelyn's total is 39, and Jose's total has 3 tens 9 ones, who would have a greater total? Draw a math drawing to explain how you know.

Word Bank

is greater than
is less than
is equal to

1. Draw the numbers using quick tens and circles. Use the phrases from the word bank to complete the sentence frames to compare the numbers.

a.



28 ***is less than*** 30.

I look at the digit in the tens place first to compare the numbers! Even though there are 8 ones in 28, that's still less than a ten. I read from left to right: 28 is less than 30.

b.

1 ten 7 ones ***is equal to*** 17.

3 tens 3 ones is 33. Both numbers have 3 tens, but 3 ones is less than 4 ones. So, 3 tens 3 ones is less than 34.

2. Circle the numbers that are *less* than 34.

29 3 tens 5 ones 4 tens 31 3 tens 3 ones

3. Write the numbers in order from *greatest* to *least.*

24 12 40 16

I read the numbers from left to right. 40 is greater than 24. 24 is greater than 16.

40 **24** **16** **12**

Where would the number 38 go in this order? Use words or rewrite the numbers to explain.

40 **38** **24** **16** **12**

I put 38 between 40 and 24. 38 is less than 40, and 38 is greater than 24. Look at the tens: 4 tens, 3 tens, 2 tens!

Name _____ Date _____

1. Draw the numbers using quick tens and circles. Use the phrases from the word bank to complete the sentence frames to compare the numbers. The first one has been done for you.

Word Bank

is greater than
is less than
is equal to

a. 20  30 

20 is less than 30

b. 14 22

14 _____ 22

c. 15 1 ten 5 ones

15 _____ 1 ten 5 ones

d. 39 29

39 _____ 29

e. 31 13

31 _____ 13

f. 23 33

23 _____ 33

2. Circle the numbers that are *greater* than 28.

32 29 2 tens 8 ones 4 tens 18

3. Circle the numbers that are *less* than 31.

29 3 tens 6 ones 3 tens 13 3 tens 9 ones

4. Write the numbers in order from *least* to *greatest*.
   Where would the number 27 go in this order? Use words or rewrite the numbers to explain.

	23	
32		30
	29	

_____ _____ _____ _____

5. Write the numbers in order from *greatest* to *least*.
   Where would the number 23 go in this order? Use words or rewrite the numbers to explain.

	40	
13		30
	31	

_____ _____ _____ _____

6. Use the digits 9, 4, 3, and 2 to make 4 different two-digit numbers less than 40. Write them in order from *least* to *greatest*.

9 3 4 2

Examples: 34, 29,…

1. Look at the quick tens on the place value chart to answer each question.

	Tens	Ones
34	| | |	o o o o
37	| | |	o o o o o o o
3		o o o
18	|	o o o o o o o o

The quick tens and ones help me order the numbers from smallest to biggest, or from least to greatest. I can see 3 doesn't have any tens. So 3 is the smallest and comes first. 18 only has 1 ten. It comes next. 34 and 37 both have 3 tens, but 37 has more ones. So 37 is more than 34.

a. If you put these numbers in order, what comes between 18 and 37?

34

b. If you put these numbers in order, what comes after 34?

37

c. Write the numbers from the place value chart in order from least to greatest.

3 **18** **34** **37**

2. Look at the numbers on the place value chart to answer each question.

Tens	Ones
1	7
1	1
	9
4	0

The place value chart helps me order the numbers from least to greatest. I see 9 doesn't have any tens. So 9 is the smallest number. It come first. 17 and 11 both have 1 ten, but 11 only has 1 one. 17 has 7 ones. So, 11 is less than 17. 40 is the greatest number because it has 4 tens.

a. If you put these numbers in order, which number comes first?

9

b. If you put these numbers in order, which number goes between 9 and 17?

11

c. If you put these numbers in order, which number comes last?

40

d. Write the numbers from the place value chart in order from least to greatest.

9 **11** **17** **40**

Name _____ Date _____

1. Look at the quick tens on the place value chart to answer each question.

	Tens	Ones
12	|	○ ○
40	| | | |	
16	|	○ ○ ○ ○ ○ ○
30	| | |	

a. If you put these numbers in order, what comes between 12 and 30?

_____

b. If you put these numbers in order, what comes after 30?

_____

c. Write the numbers from the place value chart in order from least to greatest.

_____ _____ _____ _____

2. Look at the numbers on the place value chart to answer each question.

Tens	Ones
1	4
2	7
1	0
3	4

a. If you put these numbers in order, which number comes first?_____

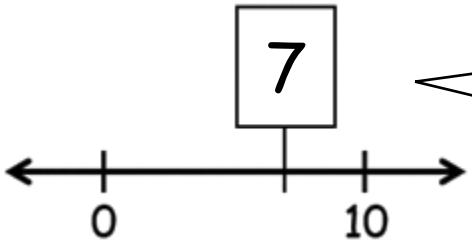
b. If you put these numbers in order, which number goes between 10 and 27?_____

c. If you put these numbers in order, which number comes last? _____

d. Write the numbers from the place value chart in order from least to greatest.

_____ _____ _____ _____

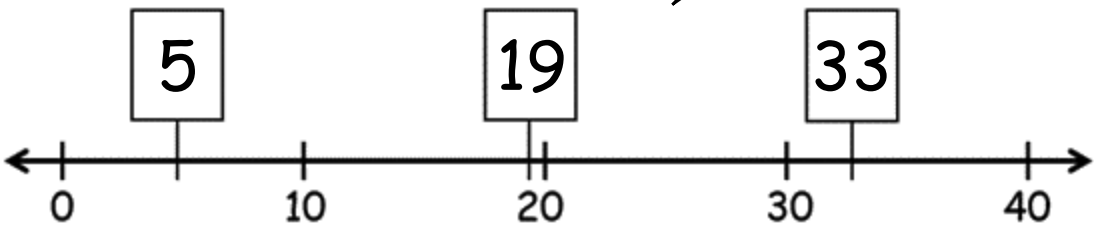
1. Write a number in each box.



The missing number is close to 10 and a little past the middle. It could be 7!

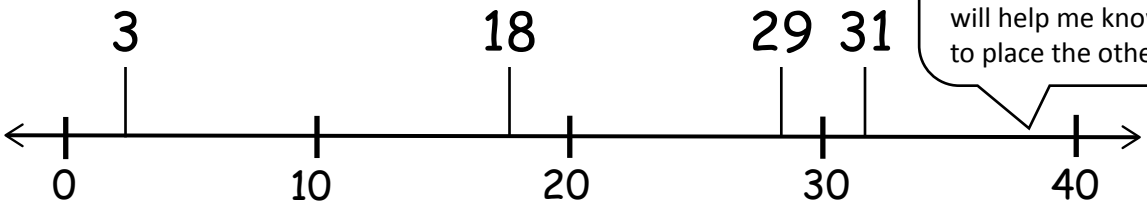
The first missing number is right in the middle between 0 and 10. That must be 5! The second missing number is really close to 20. It must be 19. The last missing number is a little bit greater than 30, but not in the middle. That could be 33!

2. Write a number in each box.



3. a. Place the numbers in the box below on your open number line.

31 3 18 29



An open number line is a number line with only certain numbers on it. 0, 10, 20, 30, and 40 are helper numbers. They will help me know where to place the other numbers.

b. Write your numbers in order from least to greatest on the lines below.

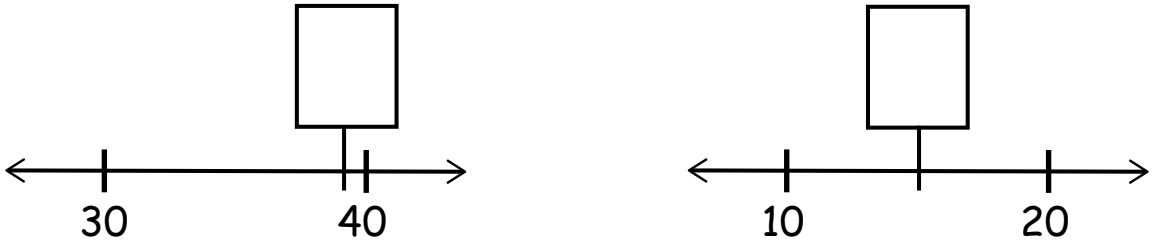
3 18 29 31

I can use the open number line to write the numbers in order from least to greatest. The numbers on the left of the number line are the least. They get greater as you go to the right.

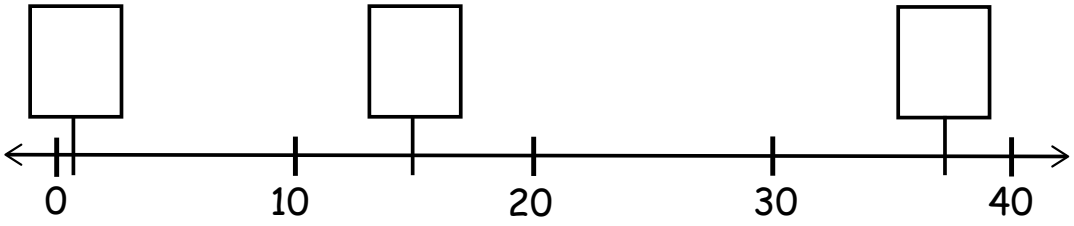
I know 31 will go after 30. It's only 1 more than 30, so I place it close to 30. 3 is close to 0, but not in the middle. So that's where I put it. 18 is close to 20. It's only 2 less than 20. So I put 18 before 20. 29 is 1 less than 30, so it goes right before 30.

Name _____ Date _____

1. Write a number in each box.

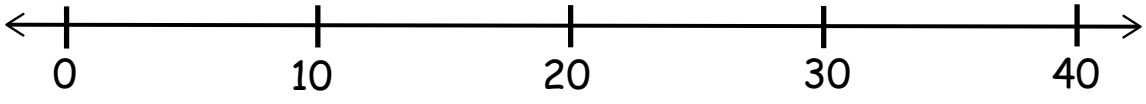


2. Write a number in each box.



3. a. Place the four numbers in the box below on your open number line.

20	11	34	27



b. Write your numbers in order from least to greatest on the lines below.

_____ _____ _____ _____

1. Write the numbers in the blanks to make a true number sentence. Read the number sentence, using *is greater than, is less than,* or *is equal to.* Remember to start with the number on the left.

a.

23 28

28 > **23**

I remember to read starting with the number on the left. So, 28 is greater than 23. I know because 2 tens 8 ones is greater than 2 tens 3 ones.

b.

29 30

29 < **30**

29 is less than 30. 30 is 3 tens!

2. Complete the charts to make true number sentences.

a.

tens	ones
1	5

>

tens	ones
1	3

I read the number sentence as 15 is greater than 13. Both numbers have 1 ten, but 5 ones is bigger than 3 ones.

b.

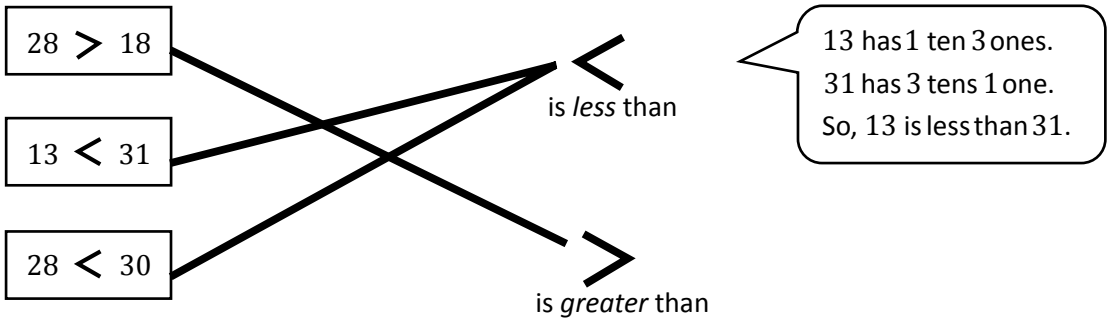
tens	ones
2	3

<

tens	ones
2	8

I write 8 in the ones place because I know 8 ones is more than 3 ones. I can read the number sentence as 23 is less than 28. I could also write 4, 5, 6, 7, 8, or 9 ones, too!

3. Compare each set of numbers by matching to the correct comparison sign or phrase to make a true number sentence. Check your work by reading the sentence from left to right.



Name _____ Date _____

1. Write the numbers in the blanks to make a true number sentence. Read the number sentence, using *is greater than*, *is less than*, or *is equal to*. Remember to start with the number on the left.

a. 10 ___ > ___ 20	b. 15 ___ < ___ 17	c. 24 ___ > ___ 22
d. 29 ___ > ___ 30	e. 39 ___ < ___ 38	f. 39 ___ < ___ 40

2. Complete the charts to make true number sentences.

a. tens: 1, ones: 8 > tens: 1, ones:	b. tens: 2, ones: < tens: , ones: 3	
c. tens: , ones: > tens: , ones:	d. tens: 2, ones: 3 > tens: 2, ones:	
e. tens: , ones: < tens: , ones:	f. tens: 1, ones: 7 > tens: , ones: 7	

Compare each set of numbers by matching to the correct comparison sign or phrase to make a true number sentence. Check your work by reading the sentence from left to right.

3.

16	17
31	23
35	25
12	21
22	32
29	30
39	40

<

is *less* than

>

is *greater* than

Use the symbols to compare the numbers. Fill in the blank with <, >, or = to make a true number sentence. Complete the number sentence with a phrase from the word bank.

Word Bank

- is greater than
- is less than
- is equal to

a. 21 (>) 12

21 ***is greater than*** 12.

Both of these numbers have the same digits, but they are in different positions. That means they have a different value. 2 tens 1 one is greater than 1 ten 2 ones!

b. 3 tens (<) 32

3 tens ***is less than*** 32.

I put the less than sign between 3 tens and 32. 3 tens is 30. The smaller end points to the smaller number!

c. 2 tens 8 ones (<) 29

2 tens 8 ones ***is less than*** 29.

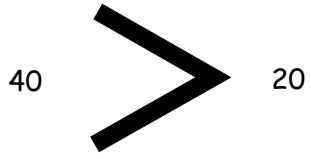
There are more ones in 29 than in 2 tens 8 ones, or 28.

d. 19 (=) 1 ten 9 ones

19 ***is equal to*** 1 ten 9 ones.

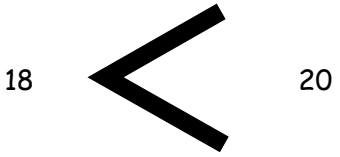
Name _____ Date _____

Use the symbols to compare the numbers. Fill in the blank with <, >, or = to make a true number sentence. Complete the number sentence with a phrase from the word bank.



40 (>) 20

40 is greater than 20.



18 (<) 20

18 is less than 20.

Word Bank

is greater than is less than is equal to

a. 17 ◯ 13

17 _____ 13

b. 23 ◯ 33

23 _____ 33

c. 36 ◯ 36

36 _____ 36

d. 25 ◯ 32

25 _____ 32

e. 38 ◯ 28

38 _____ 28

f. 32 ◯ 23

32 _____ 23

g. 1 ten 5 ones ◯ 14

1 ten 5 ones _____ 14

h. 3 tens ◯ 30

3 tens _____ 30

i. 29 ◯ 2 tens 7 ones

29 _____ 2 tens 7 ones

j. 19 ◯ 2 tens 3 ones

19 _____ 2 tens 3 ones

k. 3 tens 1 one ◯ 13

3 tens 1 one _____ 13

l. 35 ◯ 3 tens 5 ones

35 _____ 3 tens 5 ones

m. 2 tens 3 ones ◯ 32

2 tens 3 ones _____ 32

n. 3 tens ◯ 36

3 tens _____ 36

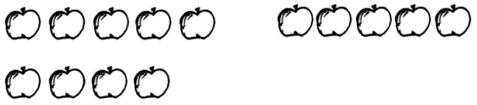
o. 29 ◯ 3 tens 9 ones

29 _____ 3 tens 9 ones

p. 4 tens ◯ 39

4 tens _____ 39

1. Solve the problems.

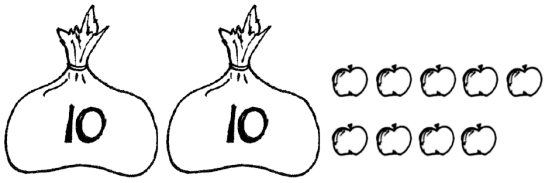


$9 + 5 =$ **14**

9 plus 5 is 14.

$19 + 5 =$ **24**

19 plus 5 is just 10 more. That's 24.



$29 + 5 =$ **34**

29 plus 5 is 10 more again. That's 34.

2. Use the first number sentence in each set to help you solve the other problems.

   a. $3 + 8 =$ **11**

   b. $13 + 8 =$ **21**

   c. $23 + 8 =$ **31**

3. Solve the problems. Show the -digit addition sentence that helped you solve.

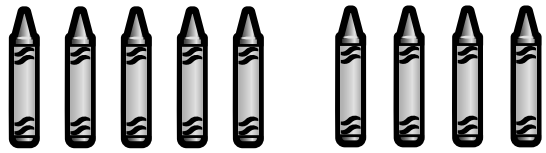
$18 + 4 =$ **22**

$8 + 4 = 12$

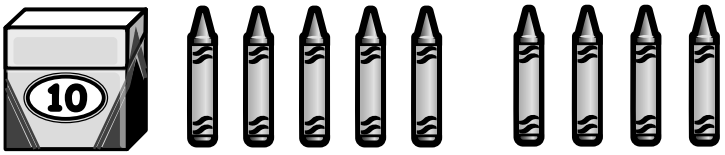
I can use $8 + 4$ to help me solve $18 + 4$. I know that $8 + 4 = 12$. $18 + 4$ has 1 more ten. That's 22.

Name_____ Date_____

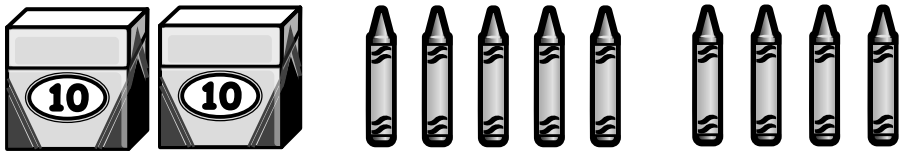
Solve the problems.

1. 

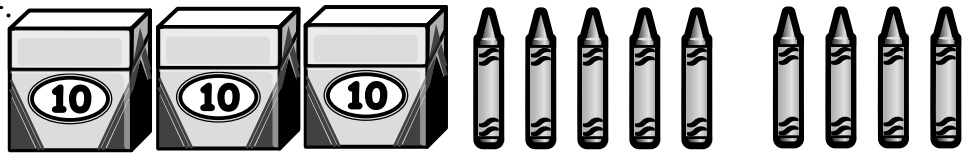
5 + 4 = _____

2. 

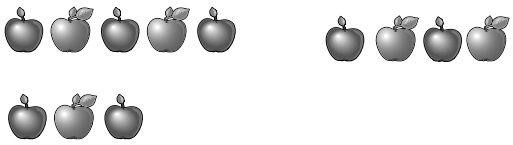
15 + 4 = _____

3. 

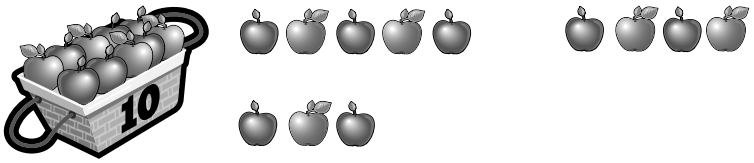
25 + 4 = _____

4. 

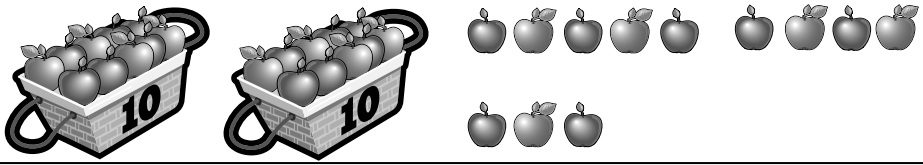
35 + 4 = _____

5. 

8 + 4 = _____

6. 

18 + 4 = _____

7. 

28 + 4 = _____

Use the first number sentence in each set to help you solve the other problems.

8. a. 5 + 2 = _____ b. 15 + 2 = _____ c. 25 + 2 = _____ d. 35 + 2 = _____	9. a. 5 + 5 = _____ b. 15 + 5 = _____ c. 25 + 5 = _____ d. 35 + 5 = _____
10. a. 2 + 7 = _____ b. 12 + 7 =_____ c. 22 + 7 = _____	11. a. 7 + 4 = _____ b. 17 + 4 = _____ c. 27 + 4 = _____
12. a. 8 + 7 = _____ b. 18 + 7 = _____ c. 28 + 7 = _____	13. a. 3 + 9 = _____ b. 13 + 9 = _____ c. 23 + 9 = _____

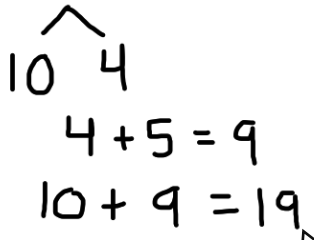
Solve the problems. Show the 1-digit addition sentence that helped you solve.

14. 24 + 5 = _____ _____

15. 24 + 7 = _____ _____

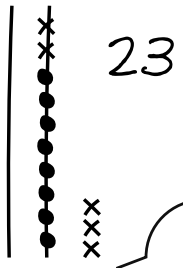
Solve the addition problems. Use drawings or number bonds to show your work.

1. 14 + 5 = **19**



I can break apart 14 into 10 and 4. I can add the ones to the ones, then add ten. 4 + 5 = 9. 10 + 0 = 19.

2. 18 + 5 = **23**



I can draw quick tens and ones to show 18. 18 is close to a ten. 18 is only 2 away from 20. I draw 1 ten and 8 ones. I can show the 5 ones with X's. I'll draw 2 X's with the other 8 ones to make a ten, then draw 3 more X's. Now I have 2 tens and 3 ones. That's 23.

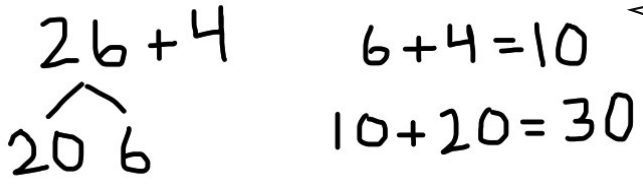
3. In which problem would you make a new ten? Circle that problem.

32 + 6

23 + 7

If I add 3 ones and 7 ones, that's 10 ones. 10 ones is the same total as 1 ten!

4. Mary solves 26 + 4. She says that the answer is 66. What mistake did Mary make?



I use a number bond to break apart 26 into tens and ones. I can add the ones to the ones first. 6 ones and 4 ones is 10 ones. Then, 10 + 20 = 30.

Mary did not add ones to ones. She added 2 tens and 4 ones and got 6 tens.

Name_____ Date_____

Solve the addition problems. Use drawings or number bonds.

1. 17 + 2 = _____	2. 17 + 3 = _____
3. 14 + 3 = _____	4. 29 + 4 = _____
5. 6 + 24 = _____	6. 32 + 7 = _____

7. In which problems would you make a new ten? Circle them.

   a. 22 + 1

   b. 13 + 6

   c. 37 + 3

   d. 3 + 36

   e. 22 + 8

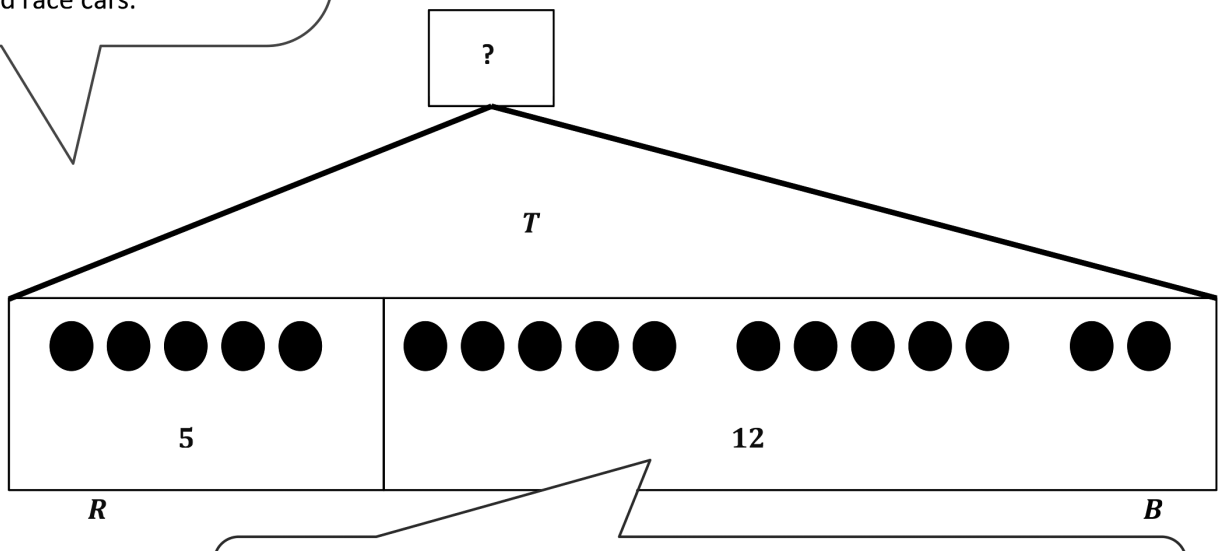
8. Ben solves 6 + 15.
   He says the answer is 75. What should Ben do differently next time?
   Solve the problem correctly.

Solve using the RDW process.

John has 5 red race cars and 12 blue race cars. How many race cars does John have in all?

I can draw 5 circles for the red race cars. I put my circles in a rectangle to keep them organized. I label my drawing with the number 5 and the letter R, so I know that this rectangle represents the 5 red race cars.

I connect the two rectangles and draw a box with a question mark labeled with the letter T because it is the total. When I find the total, I will know the answer to the question.



I can draw 12 circles for the blue race cars. I organize my circles and put them in a rectangle labeled with the number 12 and the letter B, so I know that this rectangle represents the 12 blue race cars.

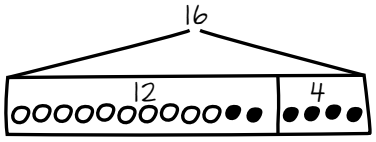
$5 + 12 =$ **17**

I draw a box around 17 because it is the total and answers the question. The last part of RDW is write. I can write a statement to answer the question.

John has 17 race cars.

Name _____ Date _____

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



1. Darnel is playing with his 4 red robots. Ben joins him with 13 blue robots. How many robots do they have altogether?

They have _____ robots.

2. Rose and Emi had a jump rope contest. Rose jumped 14 times, and Emi jumped 6 times. How many times did Rose and Emi jump?

They jumped _____ times.

3. Pedro counted the airplanes taking off and landing at the airport. He saw 7 airplanes take off and 6 airplanes land. How many airplanes did he count altogether?

Pedro counted _____ airplanes.

4. Tamra and Juan scored all the points for their team in their basketball game. Tamra scored 13 points, and Juan scored 5 points. What was their team's score for the game?

The team's score was _____ points.

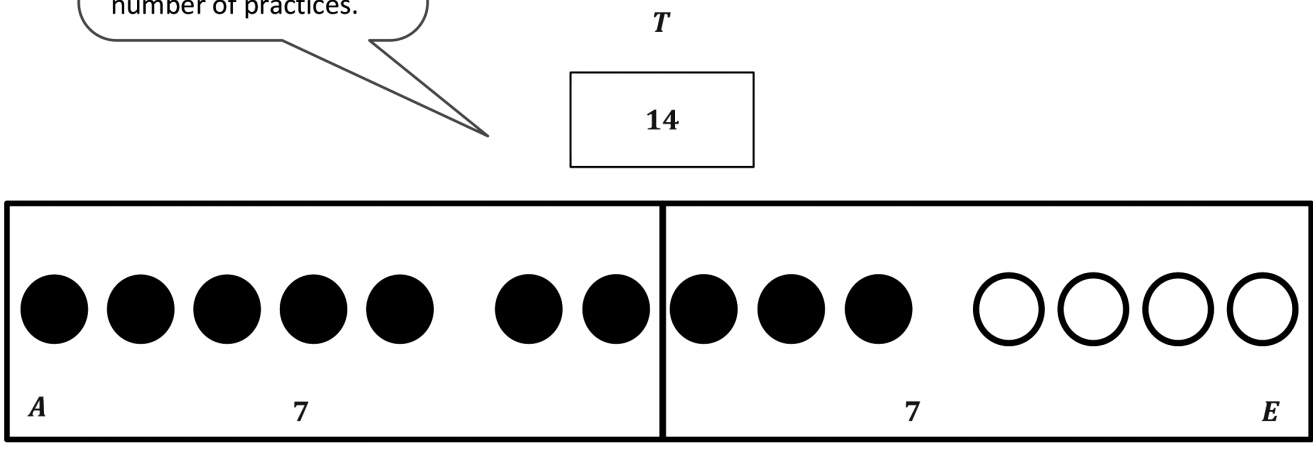
What can I draw?

Solve using the RDW process.

1. Mary has 14 play practices this month. 7 practices are after school, and the rest are in the evening. How many practices are in the evening?

What do I know after reading the problem?

I know the total, or the whole. I can draw 14 circles in 5-group rows to represent the total number of practices.



I know there are 7 practices after school. I can draw a rectangle around 7 of the circles to represent the 7 practices that are after school. I label the rectangle with the letter A for after school.

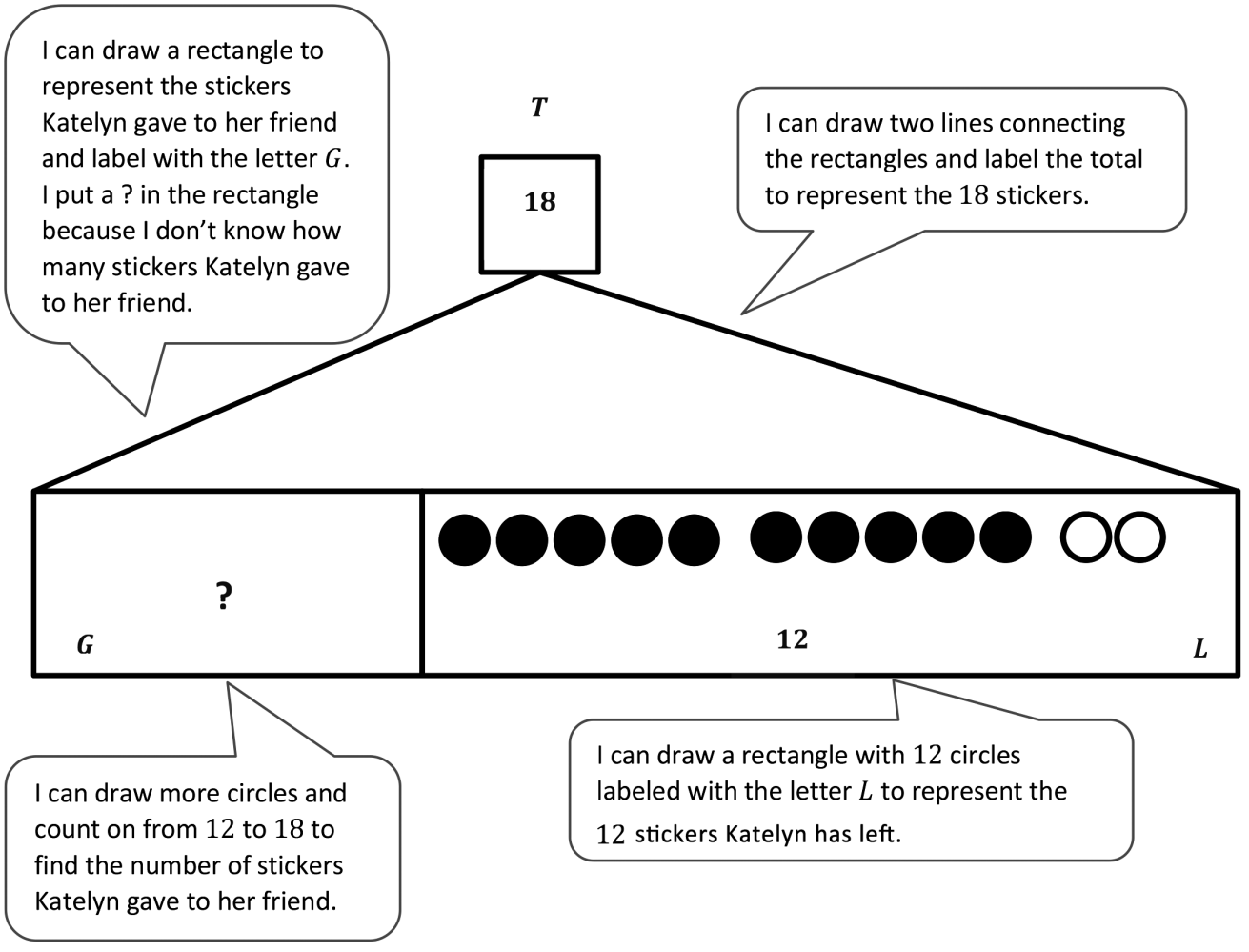
I draw a rectangle around the rest of the circles. This represents the practices that are in the evening. I count the circles and see there are 7 practices in the evening. I label the rectangle with the letter E for evening.

$14 - 7 =$ **7**

I draw a rectangle around the 7 because 7 is the answer to the question.

Mary has 7 practices in the evening.

2. Katelyn gave some of her stickers to her friend. She had 18 stickers at first, and she still has 12 stickers left. How many stickers did Katelyn give to her friend?

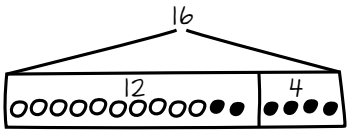


$$\boxed{6} + 12 = 18$$

Katelyn gave 6 stickers to her friend.

Name _____ Date _____

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



1. Rose has 12 soccer practices this month. 6 practices are in the afternoon, but the rest are in the morning. How many practices will be in the morning?

Rose has _____ practices in the morning.

2. Ben caught 16 fish. He put some back in the lake. He kept 7 fish. How many fish did he put back in the lake?

Ben put _____ fish back in the lake.

3. Nikil solved 9 problems on the first Sprint. He solved 11 problems on the second Sprint. How many problems did he solve on the two Sprints?

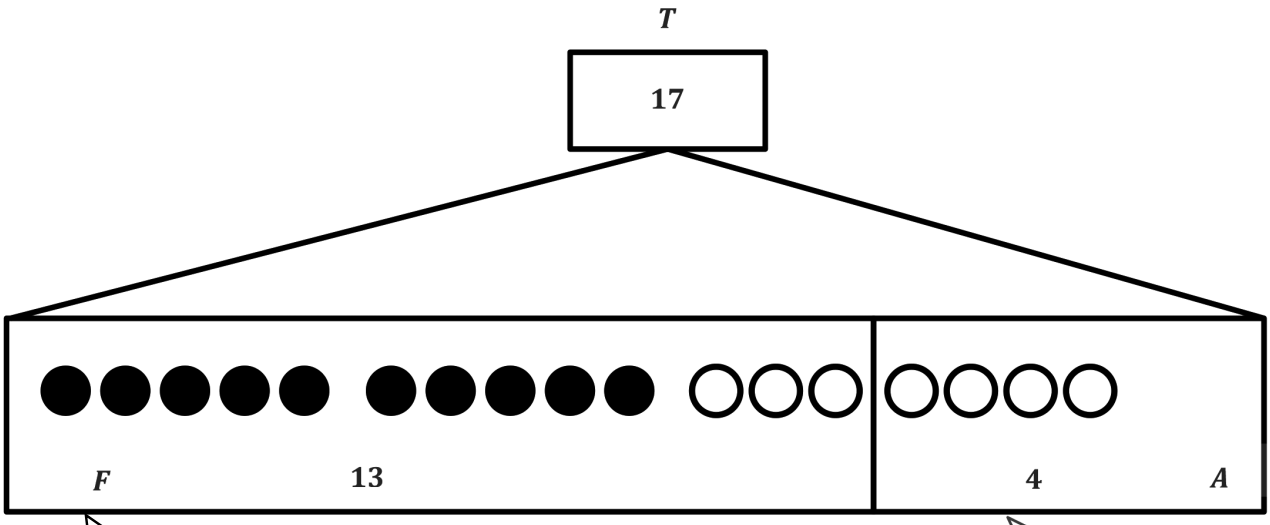
Nikil solved _____ problems on the Sprints.

4. Shanika returned some books to the library. She had 16 books at first, and she still has 13 books left. How many books did she return to the library?

Shanika returned _____ books to the library.

Solve using the RDW process.

Emi made a bracelet that was 13 centimeters long. The bracelet didn't fit so she made the bracelet longer. Now the bracelet is 17 centimeters long. How many centimeters did Emi add to the bracelet?



I can draw 13 circles to represent the length of Emi's bracelet at first. I label with the letter F for first 13 centimeters of the bracelet.

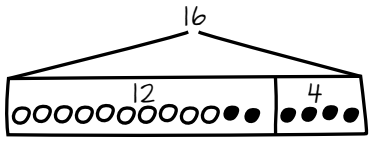
I can draw more circles for the length Emi added to her bracelet until the total is 17 centimeters. I add 4 circles to represent the added length.

$$13 + \boxed{4} = 17$$

Emi added 4 centimeters to the bracelet.

Name _____ Date _____

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



1. Fatima has 12 colored pencils in her bag. She has 6 regular pencils, too. How many pencils does Fatima have?

Fatima has _____ pencils.

2. Julio swam 7 laps in the morning. In the afternoon, he swam some more laps. He swam a total of 14 laps. How many laps did he swim in the afternoon?

Julio swam _____ laps in the afternoon.

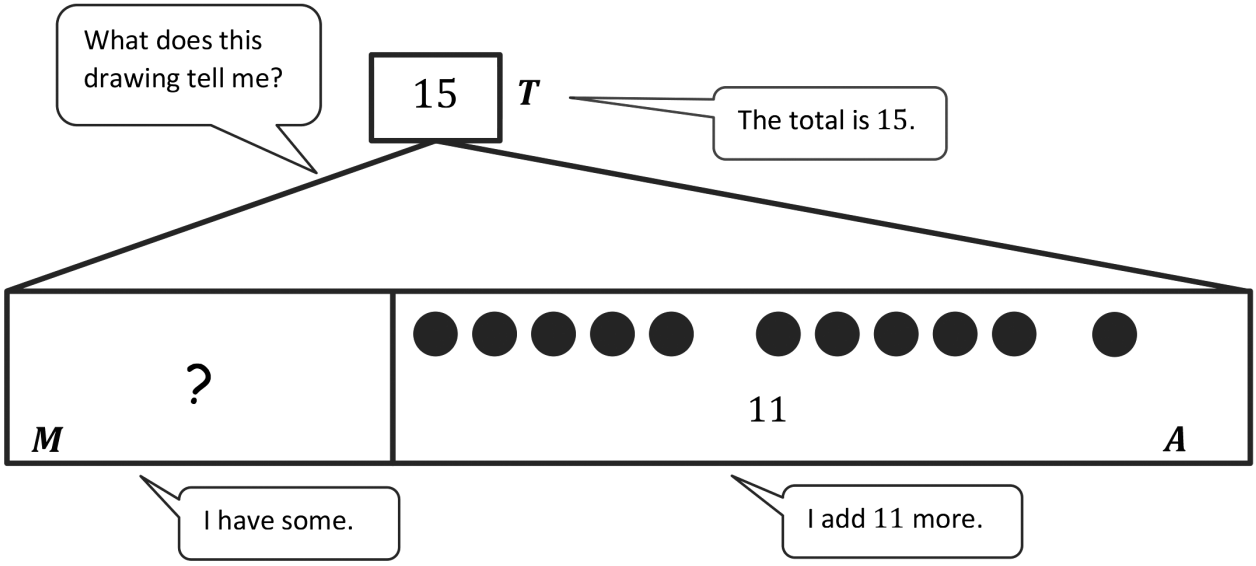
3. Peter built 18 models. He built 13 airplanes and some cars. How many car models did he build?

Peter built _____ car models.

4. Kiana found some shells at the beach. She gave 8 shells to her brother. Now, she has 9 shells left. How many shells did Kiana find at the beach?

Kiana found _____ shells.

Use the strip diagrams to write a variety of word problems. Use the word bank, if needed. Remember to label your model after you write the story.



Topics (Nouns)		
flowers	goldfish	lizards
stickers	rockets	cars
frogs	crackers	marbles

Actions (Verbs)		
hide	eat	go away
give	draw	get
collect	build	play

I can use the words in the box to help me think of what to write, or I can think of my own idea.

Beth picks some flowers for her mom in the morning. She picks 11 more flowers in the afternoon. Now she has 15 flowers for her mom. How many flowers did Beth pick in the morning?

Name _____ Date _____

Use the strip diagrams to write a variety of word problems. Use the word bank if needed. Remember to label your model after you write the story.

Topics (Nouns)		
flowers	goldfish	lizards
stickers	rockets	cars
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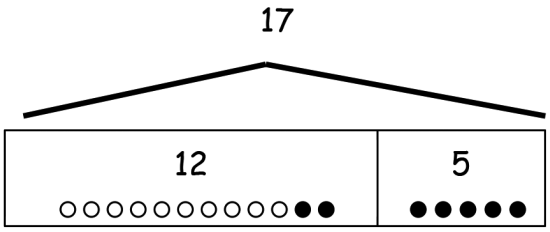
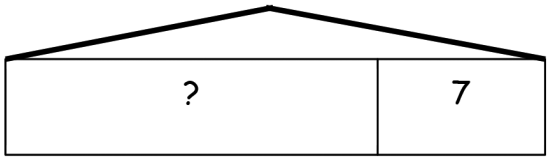
1.



2. 16



ISBN 979-8-89072-140-2

Printed in the USA

OER K–5 Math

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