OER K–5 Math

EDITION 1

ENGLISH

Grade 1
Module 6

SUCCEED

PLACE VALUE, COMPARISON, UNDERSTANDING INCOME WITH ADDITION AND SUBTRACTION TO 100

STUDENT EDITION

Succeed

K–5 Math Grade 1 Module 6

PLACE VALUE, COMPARISON, UNDERSTANDING INCOME WITH ADDITION AND SUBTRACTION TO 100

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?

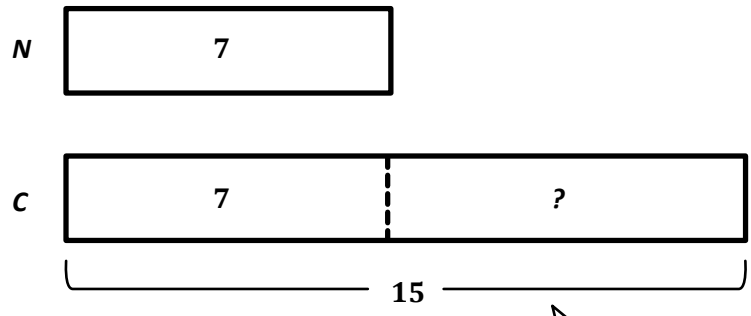
The more students participate in reasoning through problems with this systematic approach, the more they internalize these practices and thought processes.

Contents

Module 6: Place Value, Comparison, Understanding Income with Addition and Subtraction to 100

Noah ate 7 jelly beans. His older sister Charlotte ate 15 jelly beans. How many more jelly beans did Charlotte eat than Noah?

I can first draw and label a strip diagram to represent the number of jelly beans Noah ate, 7. I can label this strip diagram with the letter *N*.



Next, I can draw and label a second strip diagram right underneath to represent the number of jelly beans Charlotte ate, 15, and label it with the letter *C*. I can see that Charlotte's strip is longer than Noah's because she ate more jelly beans. Drawing and labeling a double strip diagram like this helps me compare numbers.

Noah's strip represents 7, so this much of Charlotte's strip is also 7.

This part of Charlotte's strip represents how many more jelly beans she ate. I can write a question mark in this part to represent the unknown.

$15 - 7 = \boxed{8}$

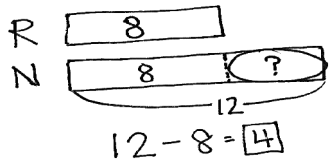
Now I can write a number sentence to find the unknown. There are many strategies to find the unknown. I can count on from 7 to get to 15. I can think of this problem as $7 + ? = 15$ to get 8. But, in this case I choose to use subtraction since it is the most efficient.

Charlotte ate 8 more jelly beans than Noah.

Finally, I need to write my statement that matches my story. This will help me check my answer and make sure it makes sense.

Name _____ Date _____

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



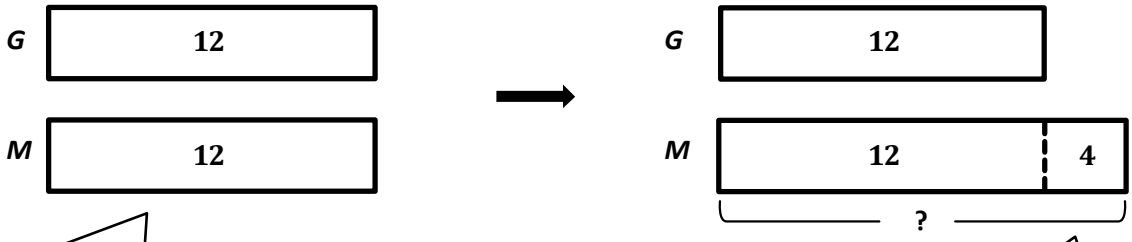
1. Fran donated 11 of her old books to the library. Dante donated 8 of his old books to the library. How many more books did Fran donate than Dante?

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. Marianne is 18 years old. Her brother Jesus is 12 years old. How much older is Marianne than her brother Jesus?

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?

1. Grace used 12 blocks to build a tower. Matt used 4 more blocks than Grace. How many blocks did Matt use?



I can draw a double strip diagram to represent the story. First, I can draw a strip diagram that represents the number of blocks, 12, that Grace used to build a tower and label her strip with the letter *G*. Then I can draw a second strip diagram to represent the number of blocks Matt used to build his tower and label it with the letter *M*. Since I don't yet know how many blocks Matt used for his tower, I can begin by drawing and labeling his strip the same size as Grace's.

The story says, "Matt used 4 more blocks than Grace." So, I need to draw an extra part of the strip next to Matt's to show that he used 4 more blocks than Grace. The unknown is the total number of blocks Matt used. I can label this with a question mark.

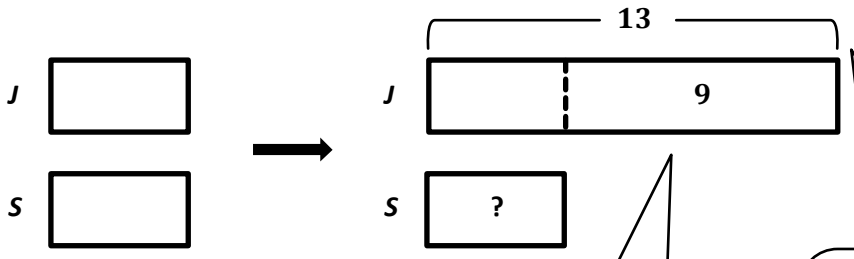
To check that I've drawn and labeled all of the known and unknown information, I can read each part of the story again. As I read, I can touch the part of the double strip diagram that corresponds to what I'm saying.

$12 + 4 = \boxed{16}$

Now I can write a number sentence to help me find the total number of blocks and a statement that answers the question.

Matt used 16 blocks.

2. Susan found 9 fewer seashells than John. John found 13 seashells. How many seashells did Susan find?



I can start by drawing and labeling a double strip diagram to represent the story. I will draw my two strips the same size.

The first sentence of the story says, "Susan found 9 fewer seashells than John." That means John found 9 more seashells than Susan. I can show this on my diagram by adding another part to John's strip and labeling it with a 9.

The second sentence of the problem says, "John found 13 seashells." That means 13 represents the total number of seashells John found, so I can put the arms around John's entire strip diagram and label it 13. The question, however, is, "How many seashells did Susan find?" I know that if I find out the unknown part for John's strip, then I also find the unknown of Susan's strip.

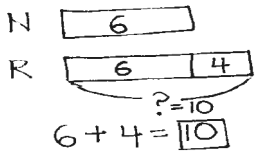
$13 - 9 = \boxed{4}$

Susan found 4 seashells.

I can use subtraction to find the missing part. Since John's missing part is 4, Susan's missing part is also 4 because they are the same size. So, Susan found 4 seashells.

Name _____ Date _____

Read the word problem.
Draw a strip diagram or double strip 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. Aria picked 5 fewer strawberries than Kiana. How many strawberries did Aria pick?

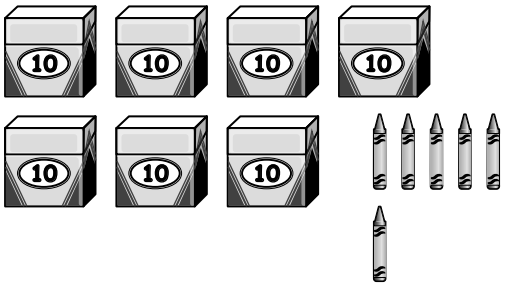
3. Willie saw 7 reptiles at the zoo. Emi saw 4 more reptiles at the zoo than Willie. How many reptiles did Emi see at the zoo?

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

1. Write the tens and ones. Complete the statement.



I counted 7 boxes of ten markers and 6 more markers. Now I can fill in my place value chart as 7 tens and 6 ones.

tens	ones
7	6

7 tens and 6 ones, or 70 and 6, is 76.

There are **76** markers.

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

a. 52

tens	ones
5	2

52 is made of two parts, 50 and 2. 52 the Say Ten way is 5 tens 2. That means there are 5 tens and 2 ones in 52.

b. **98**

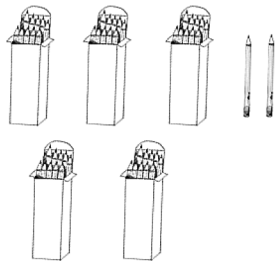
tens	ones
9	8

The digit 9 stands for 9 tens, which is the same as 90. The digit 8 stands for 8 ones. So, 9 tens and 8 ones, or 90 and 8, is 98.

Name _____ Date _____

Write the tens and ones. Complete the statement.

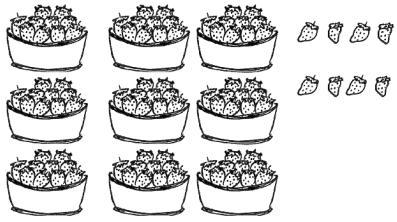
1.



tens	ones

52 = _____ tens _____ ones

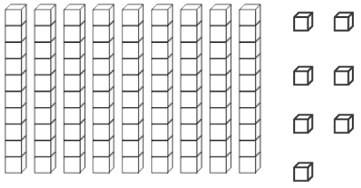
2.



tens	ones

_____ = _____ tens _____ ones

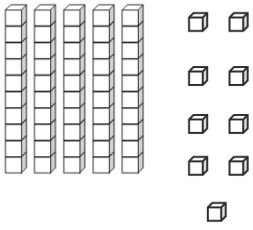
3.



tens	ones

There are _____ cubes.

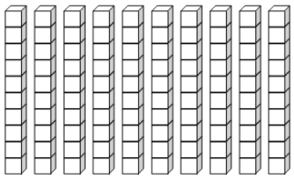
4.



tens	ones

There are _____ cubes.

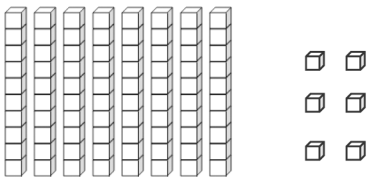
5.



tens	ones

There are _____ cubes.

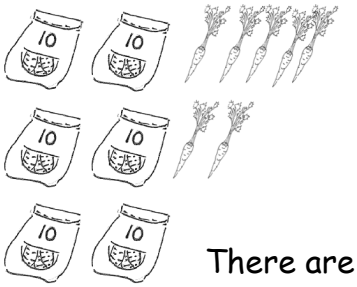
6.



tens	ones

There are _____ cubes.

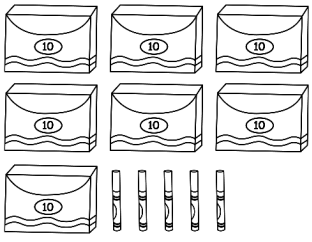
7.



tens	ones

There are _____ carrots.

8.



tens	ones

There are _____ markers.

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

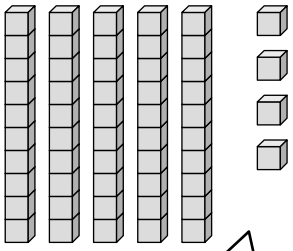
i. ____

tens	ones
8	3

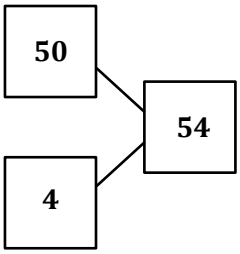
j. ____

tens	ones
8	0

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



tens	ones
5	4



I counted 5 tens and 4 ones. I can record this on my place value chart.

5 tens and 4 ones is the same as 54. I can break apart 54 as 50 and 4, as shown on my number bond.

Now I can write addition number sentences that match my number bond. I can either start with the part that represents the tens like I did here or start my number sentence with the ones: $4 + 50 = 54$. I can switch the addends around, and the total is still the same.

50 + **4** = **54**

5 tens + **4** ones = **54**

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

a. $70 + 4 =$ **74**

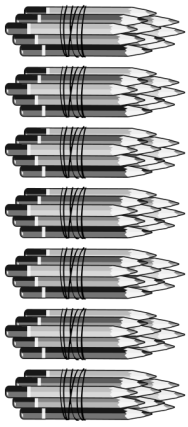
b. 6 tens + **8** ones = 68

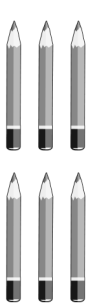
I can say this number sentence as "70 more than 4 is 74," or "4 more than 70 is 74," or "70 plus 4 is 74," or "7 tens and 4 ones is 74." These are just some of the many different ways to say this number sentence. This helps me think about numbers flexibly.

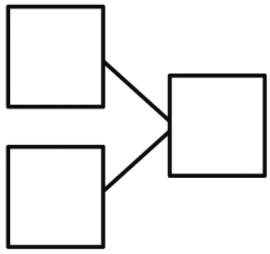
Name _____ Date _____

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

1.



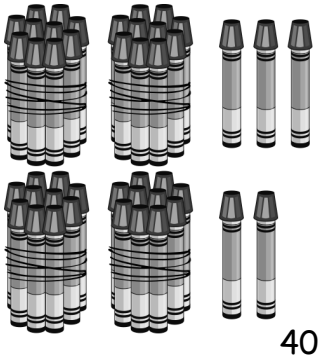


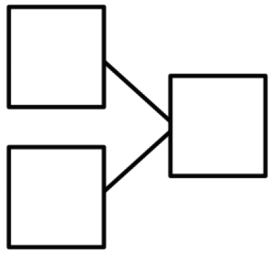


70 and 6 make _____.

70 + 6 = _____

2.

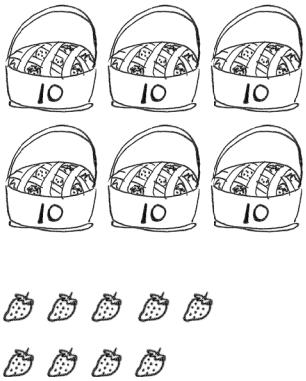


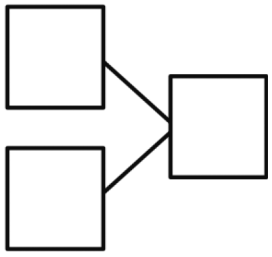


40 and 5 make _____.

40 + 5 = _____

3.

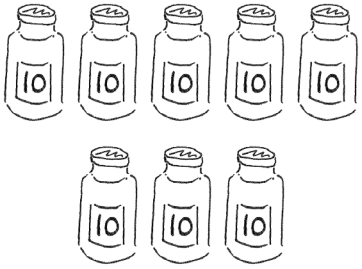


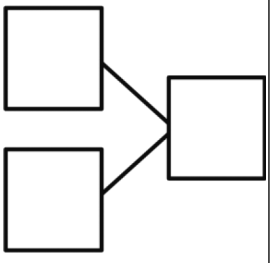


69 = _____ + _____

9 more than 60 is _____.

4.

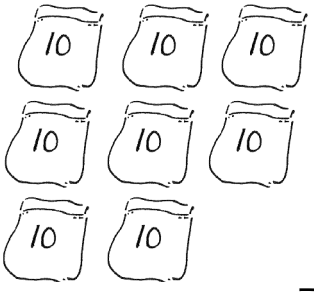


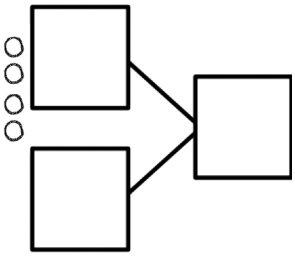


87 = _____ + _____

7 more than 80 is _____.

5.

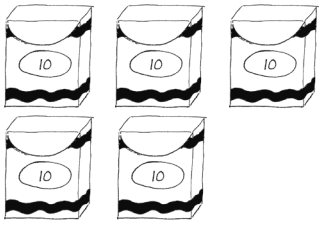


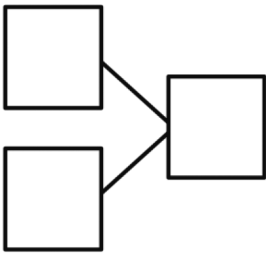


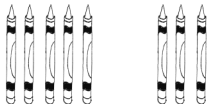
_____ + _____=_____

_____ tens + _____ ones = _____

6.



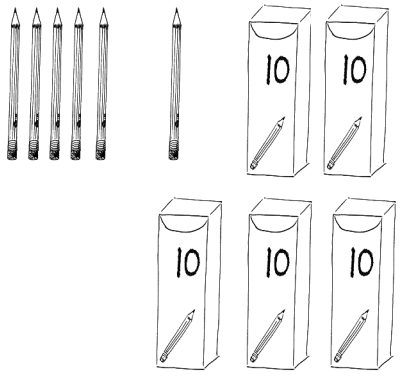




_____ + _____ = _____

_____ tens + _____ ones = _____

7.

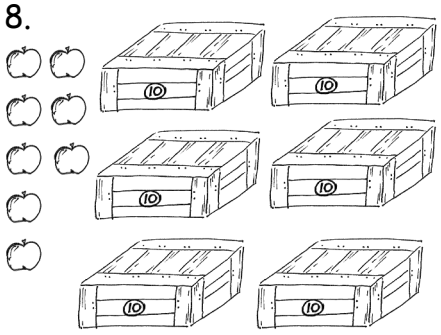


tens	ones

_____ + _____ = _____

_____ tens + _____ ones = _____

8.

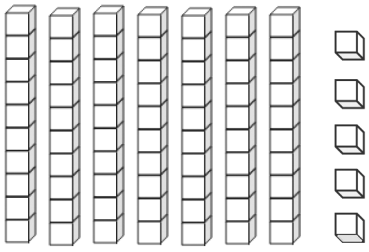


tens	ones

_____ + _____ = _____

_____ tens + _____ ones = _____

9.

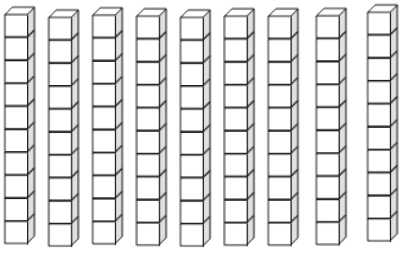


tens	ones

_____ + _____ = _____

_____ tens + _____ ones = _____

10.



tens	ones
	0

_____ + _____ = _____

_____ tens + _____ ones = _____

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

a. 80 + 6 = _____

b. _____ + 7 = 57

c. 9 tens + _____ ones = 95

d. 4 ones + 8 tens = _____

1. Complete the chart by filling in the missing numbers.

0	100
1	**101**
2	102
3	103
4	**104**
5	105
6	106
7	**107**
8	**108**
9	109
10	100

I want to be sure to read these numbers without saying *and* between one hundred and the ones place unit. I can read these numbers as, "One hundred one, one hundred two, one hundred three." When I say, "100 *and* 1," it means $100 + 1$, but the name of the number is one hundred one.

2. Compare the two columns. What pattern do you notice?

***The column on the left counts from* 0 *to* 10. *The column on the right counts from* 100 *to* 110. *The pattern is that at* 100 *the numbers start over again from* 0, *only this time you say and write* 100 *first. So, instead of* 1, 2, 3, 4, *it is* 101, 102, 103, 104.**

3. Fill in the missing numbers in the sequence.

a.

97, **96** , 95, **94**

This one is counting down!

b.

99, **100** , **101** , 102

This one is counting to a larger unit. It is going from a 2-digit number to a 3-digit number.

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		113
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, _____, _____, _____, _____

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
7	4

74 can be broken apart as 70 and 4, which is the same as 7 tens and 4 ones.

b. **109**

tens	ones
10	9

10 tens is the same as 100, and 9 more is 109.

2. Write the number.

a. 10 tens 5 ones is the number **105**.

I can read this number as one hundred five, not one hundred *and* five. One hundred *and* five describes $100 + 5$.

b. 11 tens 8 ones is the number **118**.

11 tens is the same as 110, and 8 more is 118. I can also show 118 as 10 tens and 18 ones. It is the same number, just written differently.

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

b.

tens	ones
9	5

c.

tens	ones
11	4

d.

tens	ones
11	0

e.

tens	ones
10	8

f.

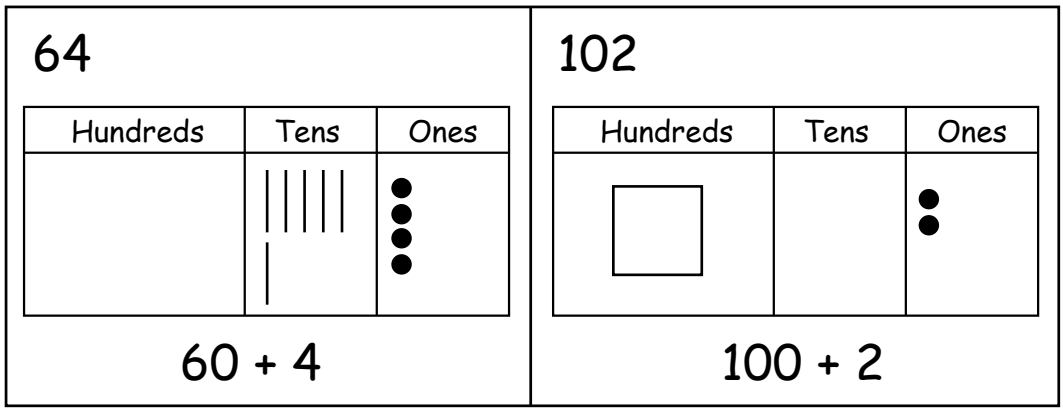
tens	ones
10	0

g.

tens	ones
11	8

- 11 tens 4 ones
- 9 tens 5 ones
- 11 tens 8 ones
- 11 tens 0 ones
- 102
- 10 tens 0 ones
- 108

1. Represent each number by drawing squares for the hundreds, quick tens, and quick ones. Then, write it in expanded form.



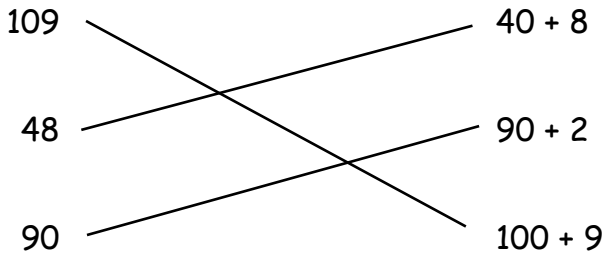
64 has 6 tens and 4 ones. I draw quick tens and ones in the place value chart.

When I write a number in expanded form, I am writing the value of each digit. 6 tens have a value of 60. 4 ones have a value of 4. The expanded form is $60 + 4$.

102 has 1 hundred and 2 ones. There are no tens. I draw a square for the hundred, and 2 ones in the chart.

The number in expanded form is $100 + 2$. 102 has the same value as $100 + 2$.

2. Match the number to its expanded form.



Expanded form shows the value of each digit. 109 has 1 hundred and 9 ones. I match 109 to $100 + 9$. I can match the other numbers the same way!

Name _____ Date _____

1. Represent each number by drawing squares for the hundreds, quick tens, and quick ones. Then, write it in expanded form.

61

Hundreds	Tens	Ones

88

Hundreds	Tens	Ones

109

Hundreds	Tens	Ones

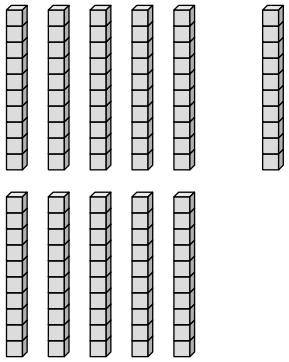
113

Hundreds	Tens	Ones

2. Match the number to its expanded form.

102	100 + 20
64	100 + 2
46	60 + 4
120	40 + 6

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



tens	ones
11	0

110

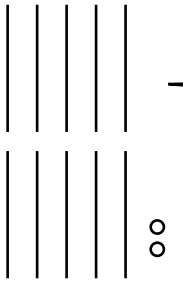
It is important to count efficiently. When cubes are in sticks of ten, it is much faster to count than if each cube is counted individually.

Since these ten sticks are set up in 5-groups, I can count them quickly. I see 5 tens and 5 tens and 1 more ten, which is 11 tens. Since I know there are 11 tens, I know there are 110 cubes, or 110 ones.

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

tens	ones
10	2

102

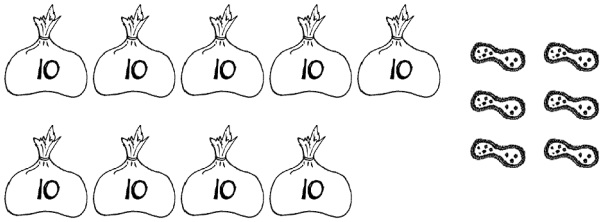


Quick tens represent 1 stick of 10 cubes, or 1 ten. It helps me represent large numbers efficiently.

Name _____ Date _____

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

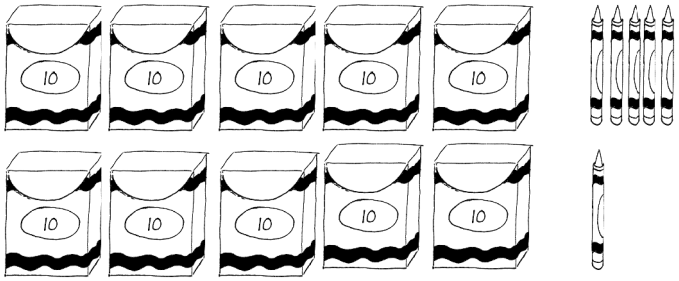
1.



tens	ones

_____

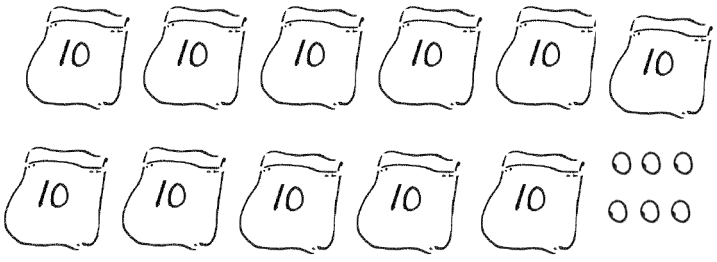
2.



tens	ones

_____

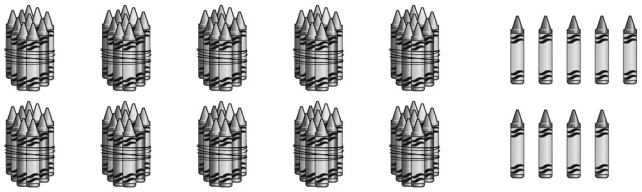
3.



tens	ones

_____

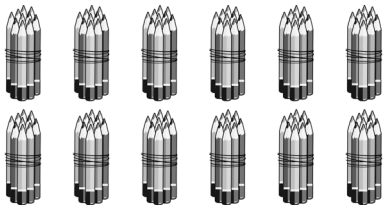
4.



tens	ones

_____

5.

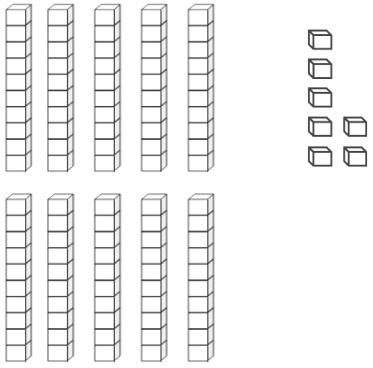


tens	ones

_____

Write a number to match the set of linking cubes.

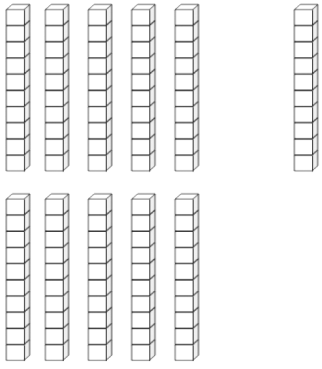
6.



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

1. Zaire records the number of pages he reads each month. Zaire read a greater number of pages in April than he did in March. How many pages might Zaire have read in April?

I know Zaire read 114 pages in March. Zaire read more pages in April than in March. So, I can choose a number greater than 114.

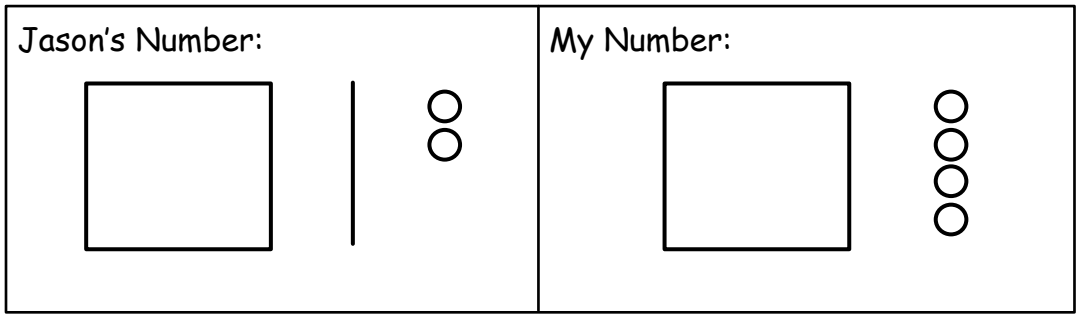
Pages Read in March

Hundreds	Tens	Ones
1	1	4

Zaire read ***124*** pages in April.

When we compare two numbers, we start with the biggest place. Both numbers have one in the hundreds place. So, we look in the tens place. I know 124 is greater than 114 because there are 2 tens in 124 and only 1 ten in 114.

2. Jason represented a number using a square for the hundred, a quick ten, and quick ones.



I know the square represents one hundred. The line represents one quick ten. The circles represent 2 quick ones. Jason's drawing represents the number 112.

a. What number did Jason represent? ***112***

b. Use a drawing to show a number less than Jason's number.

I can draw to show a number less than 112. One square and 4 quick ones represents 104.

3. Write a number ***less*** than the number in the box.

120

Write a number ***greater than*** the number in the box.

110

I can choose a number less than 120. The number 110 is less than 120 because there is only 1 ten in 110 and there are 2 tens in 120.

220

The number 220 is greater than 120. I start at the biggest place value. I know that 2 hundreds are greater than 1 hundred.

Name _____ Date _____

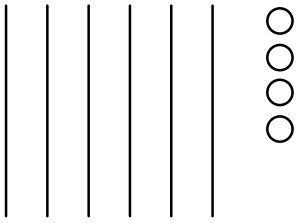
1. Billie recorded how many minutes she exercised this week. She wants to exercise more minutes next week. How many minutes might Billie exercise next week?

Minutes Exercised This Week

Hundreds	Tens	Ones
1	0	3

Billie will exercise _____ minutes next week.

2. Solomon represented a number using quick tens.

Solomon's Number:	My Number:
	

a. What number did Solomon represent? _____

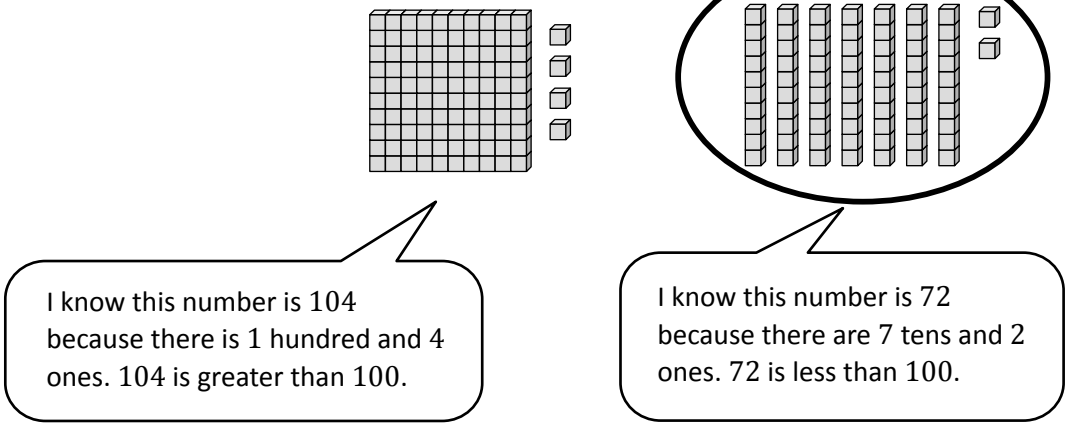
b. Use quick tens to show a number less than Solomon's number.

3. Write a number **less than** the number in the box. _____

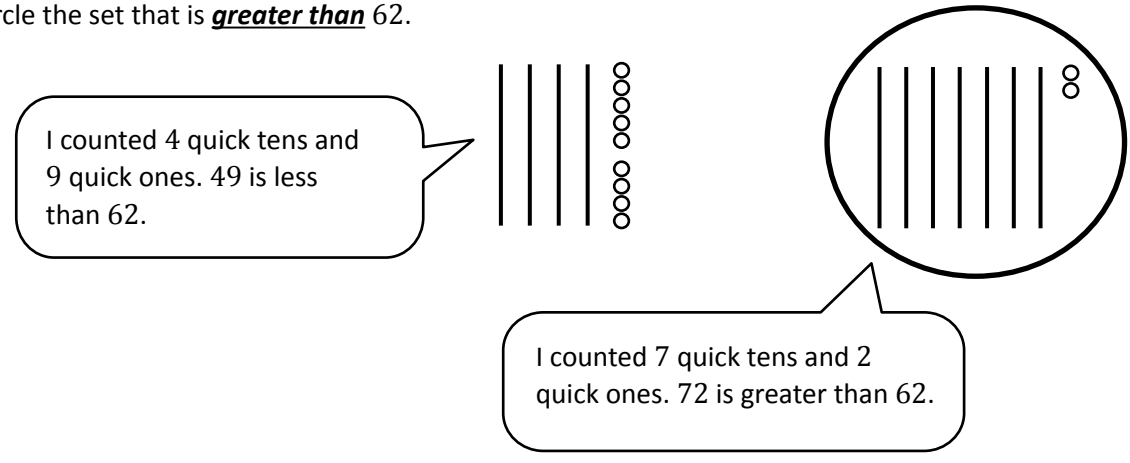
110

Write a number **greater than** the number in the box. _____

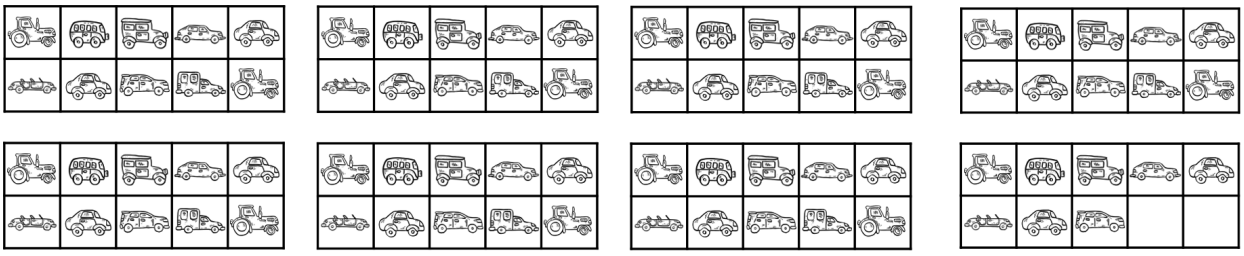
1. Circle the set that is ***fewer than*** 100.



2. Circle the set that is ***greater than*** 62.



3. This is Gemma's car collection.



I know there are 10 cars in each group. I can skip count by tens until I reach the last group. Then I can count by ones. There are 78 cars in Gemma's collection.

Sam has ***fewer*** cars in his collection than Gemma. Circle the number of cars Sam might have in his collection.

97 (70) 81

Gemma has 78 cars. Sam has fewer cars than Gemma. I know 70 is less than 78. 70 is the number of cars Sam might have in his collection.

---

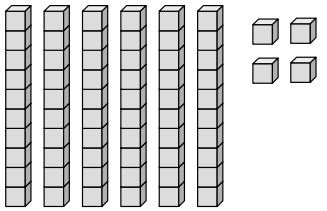
4. Eloise baked 104 cookies. Germaine baked an ***equal*** number of cookies. How many cookies did Germaine bake?

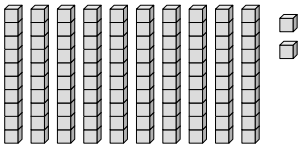
I know *equal* means to have the same value, so Germaine baked the same number of cookies as Eloise. Germaine baked 104 cookies.

Germaine baked ***104*** cookies.

Name _____ Date _____

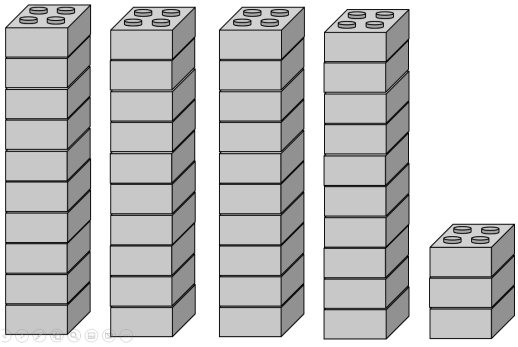
1. Circle the set that is **fewer than** 100.





2. Circle the set that is **greater than** 109.

3. Valeria built these with blocks.



Avery used **fewer** blocks than Valeria to build her towers.

Circle the number of blocks Avery might have used. 43 39 45

4. Lily read for 107 minutes this week. Her sister, Grace, read for an **equal** number of minutes. How many minutes did Grace read this week?

Grace read for _____ minutes.

1. a. Record each number on the place value chart.

I can write each number on the place value chart. For the number 120, 1 goes in the hundreds place. 2 goes in the tens place. 0 goes in the ones place.

120 71 28 102

Hundreds	Tens	Ones
1	2	0
	7	1
	2	8
1	0	2

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

28 ***71*** ***102*** ***120***

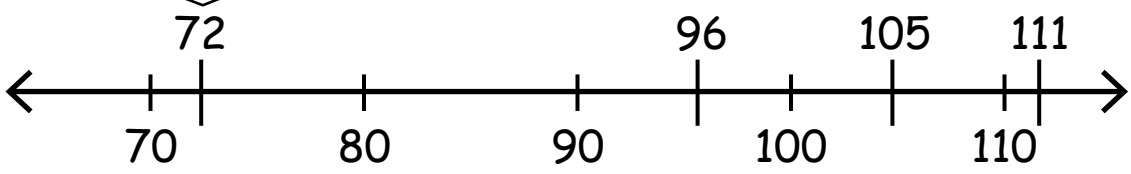
I start with the numbers that don't have hundreds because they are smaller. Those numbers are 28 and 71. 28 is smallest because it only has 2 tens. 71 is next because it has 7 tens.

102 is less than 120 because it has 0 tens. So, I write 102 next. I write 120 last because it is the biggest number. It has 1 hundred and some tens.

2. a. Place the numbers on the open number line.

This open number line has helper numbers that help me know where to write other numbers. 72 is a little bigger than the helper number 70. So, I can put it just a little to the right of 70.

105 96 111 72



b. Then, write your numbers in order from least to greatest on the lines below.

72 _____ *96* _____ *105* _____ *111* _____

I already know the order by looking at the open number line. The smallest number is on the left, closest to 70. The bigger numbers are on the right, close to 110.

Name _____ Date _____

1. Cara's Candy Shop sold the following amounts of candy bars this week:

   120, 64, 50, 91. Help Cara record these amounts on the place value chart.

Hundreds	Tens	Ones

   a. If you put these numbers in order from least to greatest, which number comes first?

   _____

   b. If you put these numbers in order from least to greatest, which number comes last?

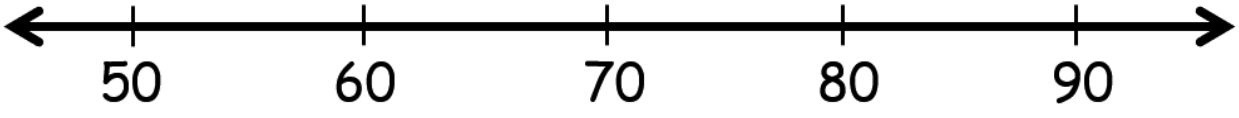
   _____

   c. Write the numbers in order from least to greatest.

   _____ _____ _____ _____

2. a. Place the numbers on your open number line.

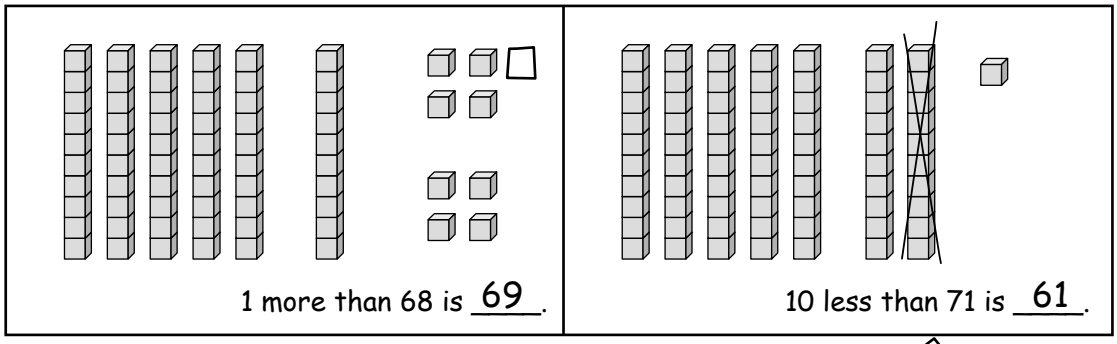
88	51	70	65



   b. Then, write your numbers in order from least to greatest on the lines below.

   _____ _____ _____ _____

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



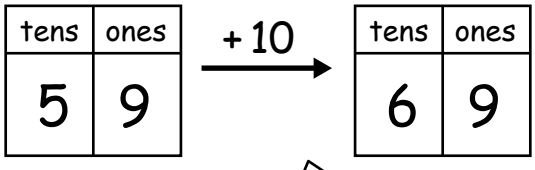
I can show 1 more than 68 by drawing another cube. 1 more than 68 is 69.

I can cross out 1 ten-stick to show 10 less. 10 less than 71 is 61.

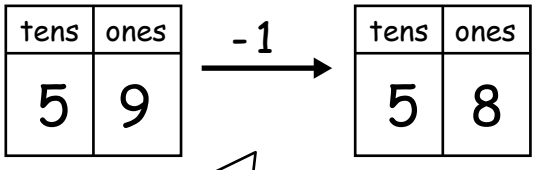
2. Find the mystery numbers. You may make a drawing to help solve, if needed.

a. 10 more than 59 is **69**.

b. 1 less than 59 is **58**.



I write 59 in the place value chart. I need to add 10 more to 59. I can draw an arrow and write +10 above it to show 10 more than 59. Then I change 5 tens to 6 tens. The ones stay the same. 10 more than 59 is 69.



I write 59 in the place value chart. I need 1 less than 59. I can draw an arrow and write −1 above the arrow to show 1 less than 59. I look at the ones column and take 1 away from 9. The tens stay the same. 1 less than 59 is 58.

3. Write the number that is 1 more.
   a. 10, ***11***
   b. 70, ***71***
   c. 76, ***77***
   d. 79, ***80***
   e. 101, ***102***

4. Write the number that is 10 less.
   a. 20, ***10***
   b. 60, ***50***
   c. 74, ***64***
   d. 81, ***71***
   e. 120, ***110***

When I find 1 more, sometimes the number in the ones place and the number in the tens place change. 1 more than 79 is 80. When I add 1 more to 9, I make a new ten. So, the tens change from 7 to 8, and the ones change from 9 to 0.

5. Fill in the missing numbers in each sequence.

   a. 40, 41, 42, ***43***

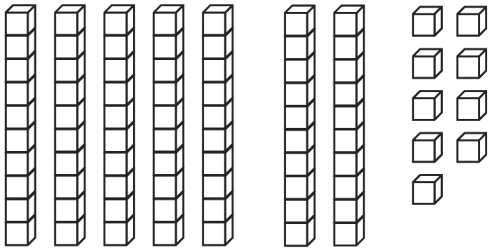
   b. ***111***, 110, 109, 108

I need to figure out the count pattern to find the missing number. I see that the pattern here is counting backward by ones. So, the missing number is 111.

Name _____ Date _____

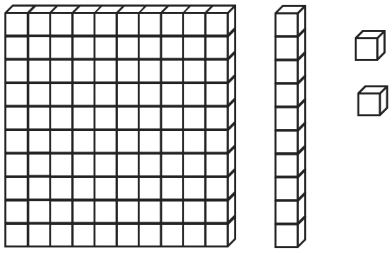
1. Solve. You may draw or cross off (x) to show your work.

a.



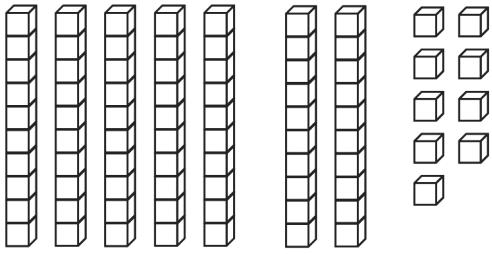
10 more than 79 is _____.

b.



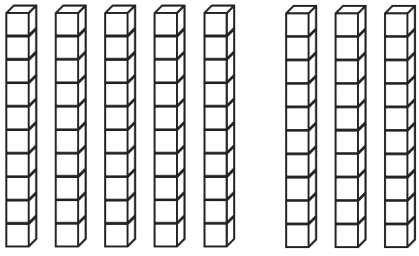
10 less than 112 is _____.

c.



1 more than 79 is _____.

d.



1 less than 80 is _____.

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

a. 10 more than 75 is _____.

tens	ones
7	5

+ 10 →

tens	ones

b. 1 more than 75 is _____ .

tens	ones

→

tens	ones

c. 1 more than 101 is _____.

hundreds	tens	ones

hundreds	tens	ones

d. 10 less than 101 is _____.

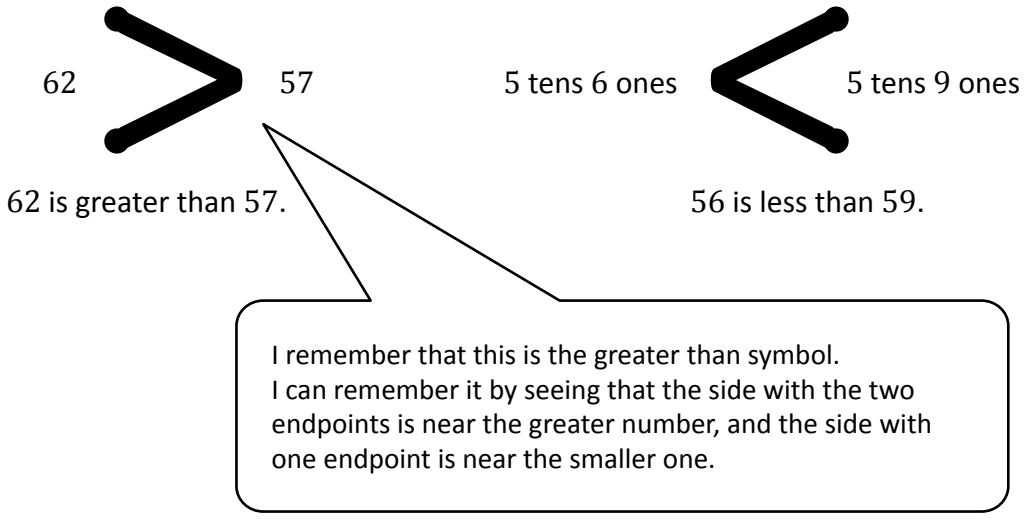
hundreds	tens	ones

hundreds	tens	ones

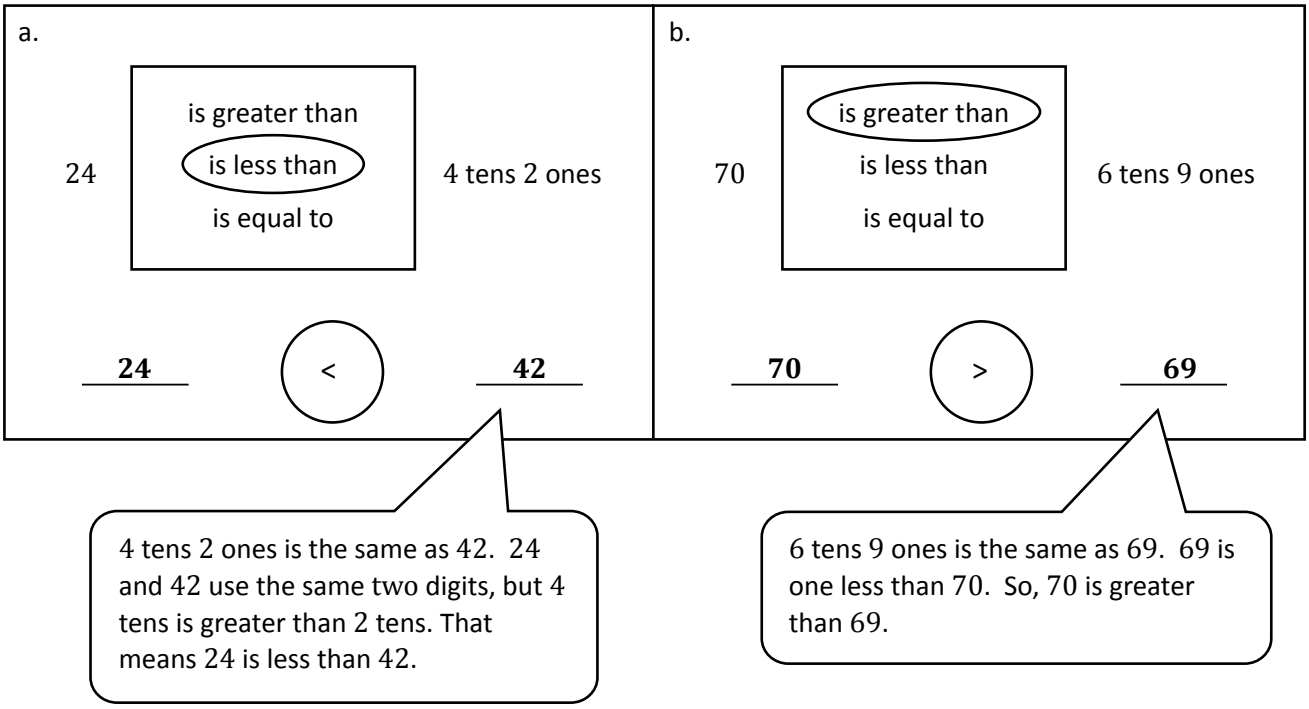
3. Write the number that is **1 more**. a. 40, _____ b. 50, _____ c. 65, _____ d. 69, _____ e. 110, _____	4. Write the number that is **10 more**. a. 60, _____ b. 70, _____ c. 77, _____ d. 89, _____ e. 110, _____
5. Write the number that is **1 less**. a. 53, _____ b. 73, _____ c. 71, _____ d. 80, _____ e. 107, _____	6. Write the number that is **10 less**. a. 50, _____ b. 60, _____ c. 84, _____ d. 91, _____ e. 107, _____

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. _____, 102, 101, 100
j. _____, 115, _____, 117



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



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

_____ ◯ _____

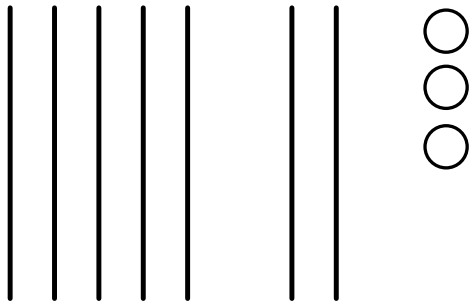
e. 9 ones 5 tens _____ 9 tens 5 ones

_____ ◯ _____

Add. Write your answer on the line.

1. $70 + 3 =$ ___*73*___

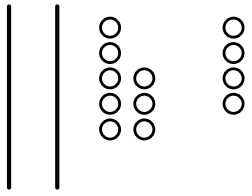
I can draw quick tens and ones to solve this problem. I draw 7 tens, then add 3 ones. I add the tens and ones together to find the total. 10, 20, 30, 40, 50, 60, 70, 71, 72, 73. The total is 73.



Use cubes or draw quick tens and quick ones to represent the problem.

Make the next ten to add. Write a number sentence to show your work.

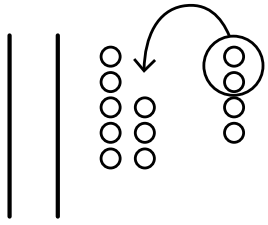
2. Marco has a pack of 28 pencils and 4 loose pencils. How many pencils does Marco have



28 + 4 = 32

Marco has a pack of 28 pencils. I can draw 2 quick tens and 8 quick ones. Marco also has 4 more pencils. I can draw 4 more ones. 28 + 4 = 32.

___*32*___ pencils



30 + 2 = 32

There are many ways to solve this problem. One way is to make the next ten. I can move 2 ones over to the 8 ones. Now, instead of having 28 + 4, I have 30 + 2. 30 + 2 = 32.

Name _____ Date _____

Add. Write your answer on the line.

1. 30 + 5 = _____

Use cubes or draw quick tens and quick ones to represent the problem.
Make the next ten to add. Write a number sentence to show your work.

2. Molly has 49 whole pencils and 3 broken pencils. How many pencils does Molly have?

_____ pencils

1. Write the missing numbers as you count by twos. Use the 120 chart if you need help.

   a. 2, 4, ___6___, 8, 10

   b. 46, 48, ___50___, 52, 54

   c. 94, 96, 98, ___100___, ___102___

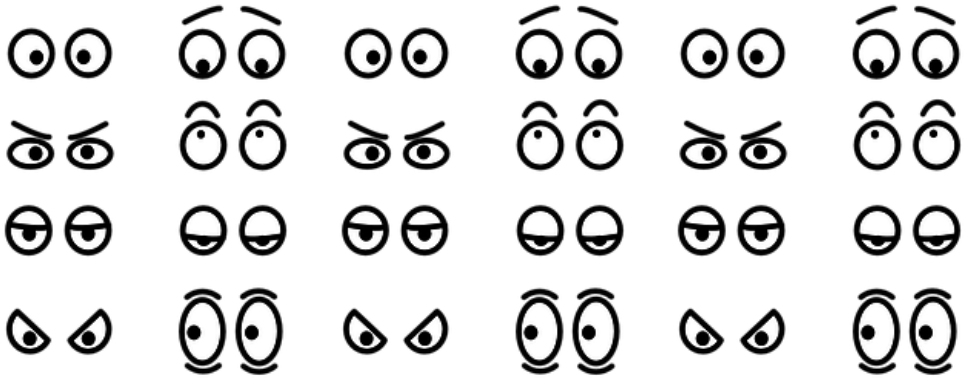
   d. 106, ___108___, 110, ___112___, 114

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Skip-counting is a way to organize and count objects more efficiently.

When I skip-count by twos, I don't have to say every number. Instead, I say every other number. I can use the 120 chart to help me fill in the missing numbers.

2. Count by twos.



I counted ___48___ eyes.

I can skip-count by twos to find the total number of eyes.

2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48.

Name _____ Date _____

Count by twos with a grown-up. Write the missing numbers.

1	2	3	4	5	6	7	8	9	10
11		13	14	15	16	17		19	20
21	22	23		25	26	27	28	29	30
31		33	34	35		37	38	39	40
41	42	43	44	45	46	47	48	49	
51	52	53	54	55	56	57	58	59	60
61		63	64	65	66	67		69	70
71	72	73		75	76	77	78	79	
81	82	83	84	85	86	87		89	90
91		93	94	95	96	97	98	99	100
101		103		105	106	107		109	
111		113	114	115		117		119	

1. Write the missing numbers as you count by fives. Use the 120 chart if you need help.

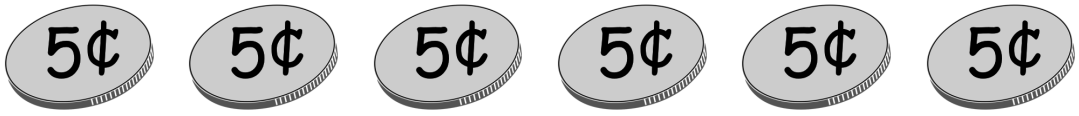
   a. 5, 10, ___15___, 20, 25

   b. 40, 45, ___50___, 55, 60

I skip-count by fives. Then I write the number I say to fill in the blank.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

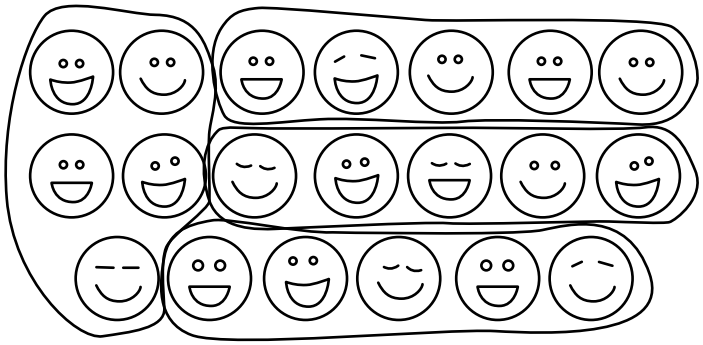
2. Count by fives.



I counted ___30___ cents.

I see each coin is worth 5 cents. I skip-count by fives to find the total number of cents.
5, 10, 15, 20, 25, 30.

3. Circle groups of five. Then count by fives.



I circle each group of five faces. Then I skip-count by fives to find the total.
5, 10, 15, 20.
There are 20 faces.

I counted ___20___ faces.

Name _____ Date _____

Count by fives with a grown-up. Write the missing numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14		16	17	18	19	20
21	22	23	24	25	26	27	28	29	
31	32	33	34		36	37	38	39	40
41	42	43	44	45	46	47	48	49	
51	52	53	54		56	57	58	59	60
61	42	63	64	65	66	67	68	69	
71	72	73	74		76	77	78	79	
81	82	83	84	85	86	87	88	89	90
91	92	93	94		96	97	98	99	100
101	102	103	104		106	107	108	109	
111	112	113	114		116	117	118	119	

1. Write the missing numbers as you count by tens. Use the 120 chart if you need help.

a. 10, ___20___, 30, ___40___

b. 30, 40, 50, ___60___, ___70___

c. ___60___, 70, ___80___, 90

d. 90, 100, ___110___, ___120___

I skip-count by tens. I can use the 120 chart to help me. Then I write each missing number I say in the blanks.

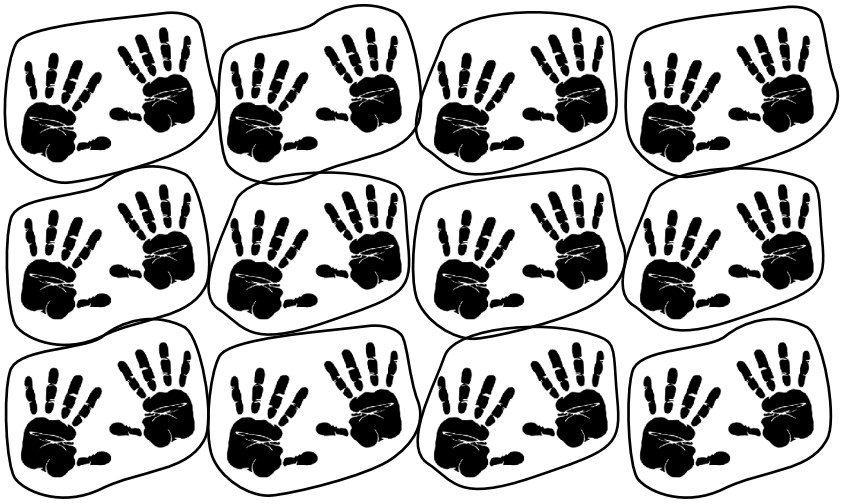
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

2. Count by tens.

I circle each group of ten fingers. Then I skip-count by tens to find the total.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120.

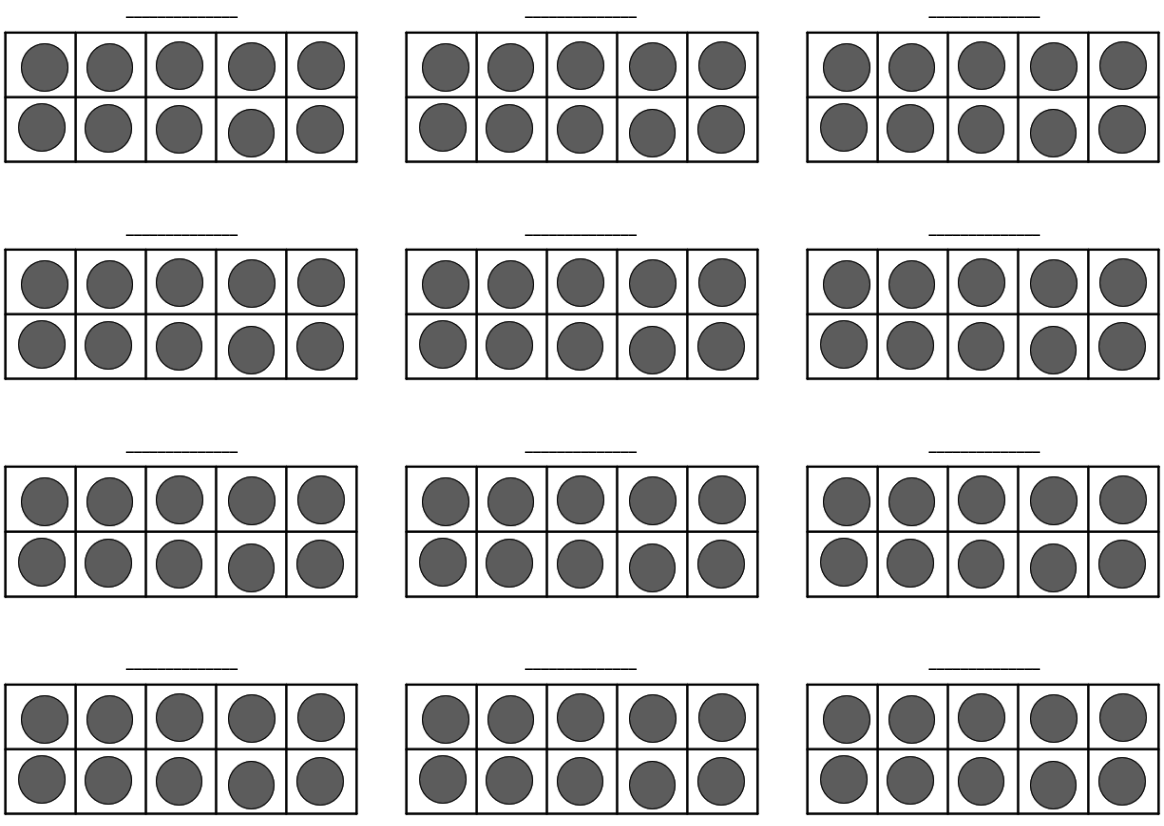
There are 120 fingers.



I counted ___120___ fingers.

Name _____ Date _____

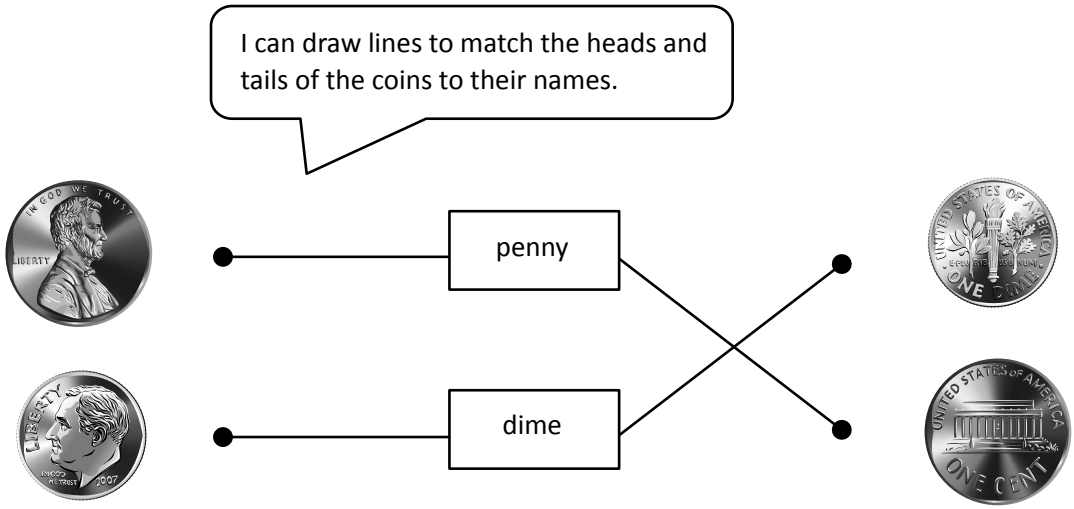
Skip-count to find the total number of dots on the ten frames.



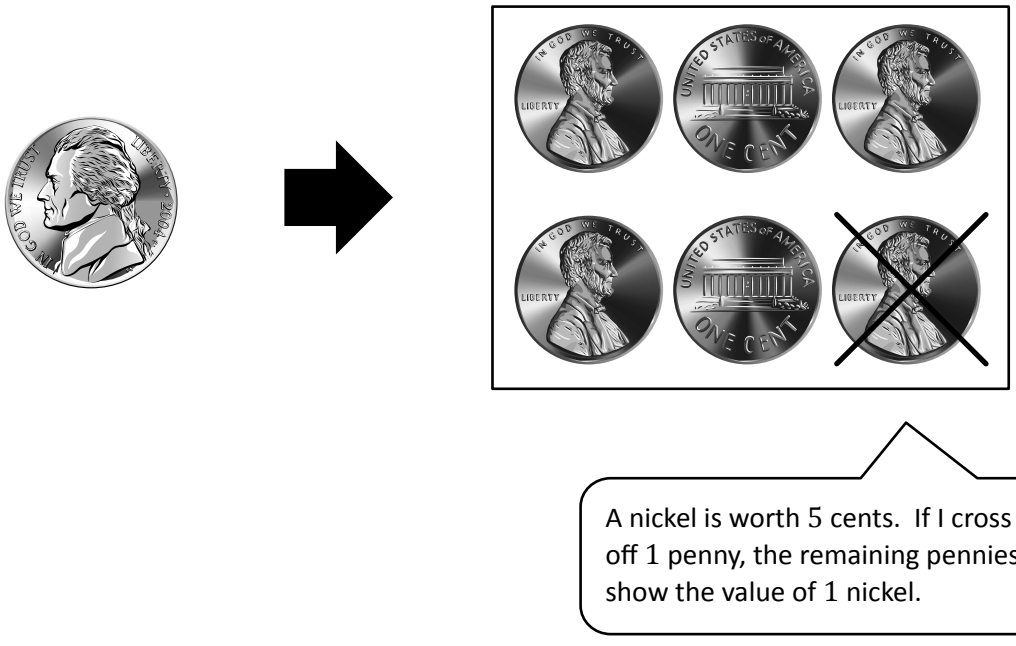
Write the missing numbers.

10, 20, _____, 40, 50, _____, _____, 80, 90, _____, _____

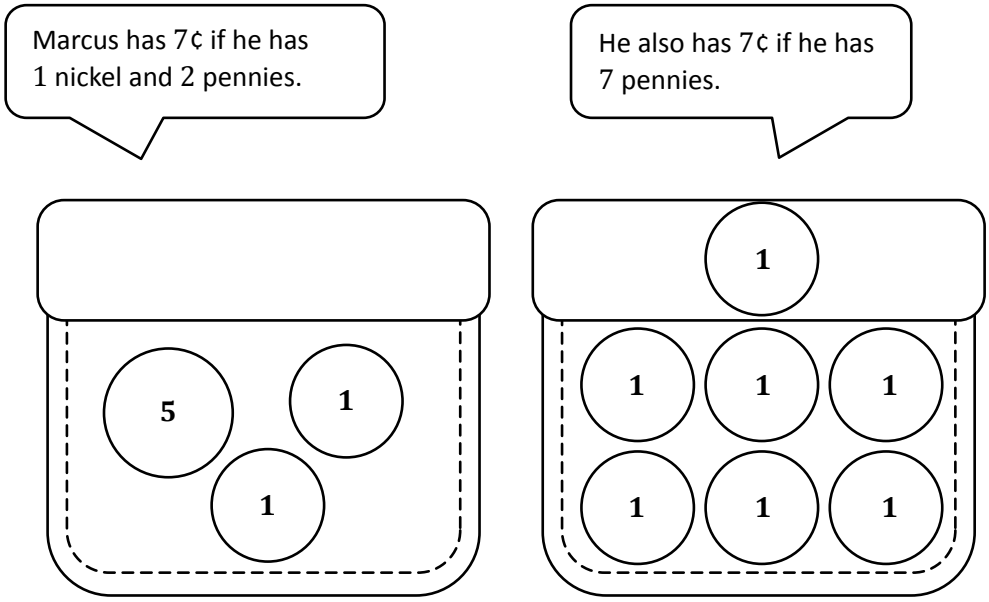
1. Match.



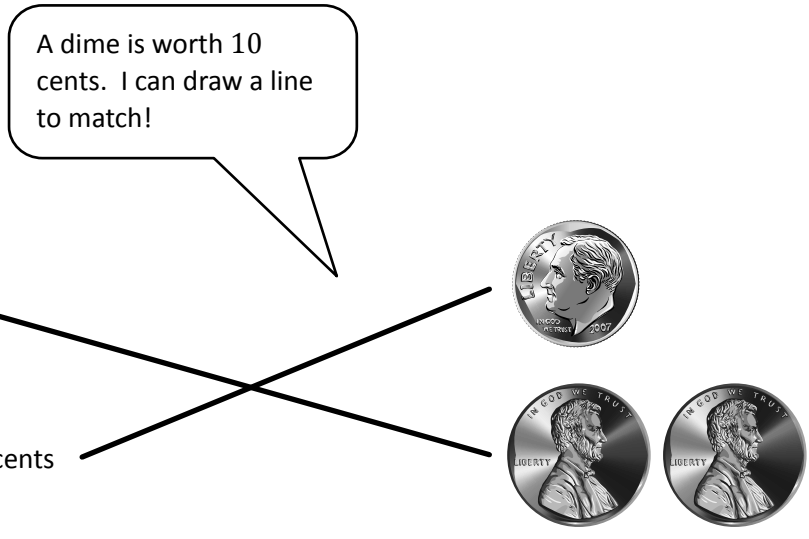
2. Cross off some pennies so the remaining pennies show the value of the coin to their left.



3. Marcus has 7¢ in his pocket. Draw coins to show two different ways he could have 7¢.



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



Name _____ Date _____

1. Match.



penny

nickel

dime

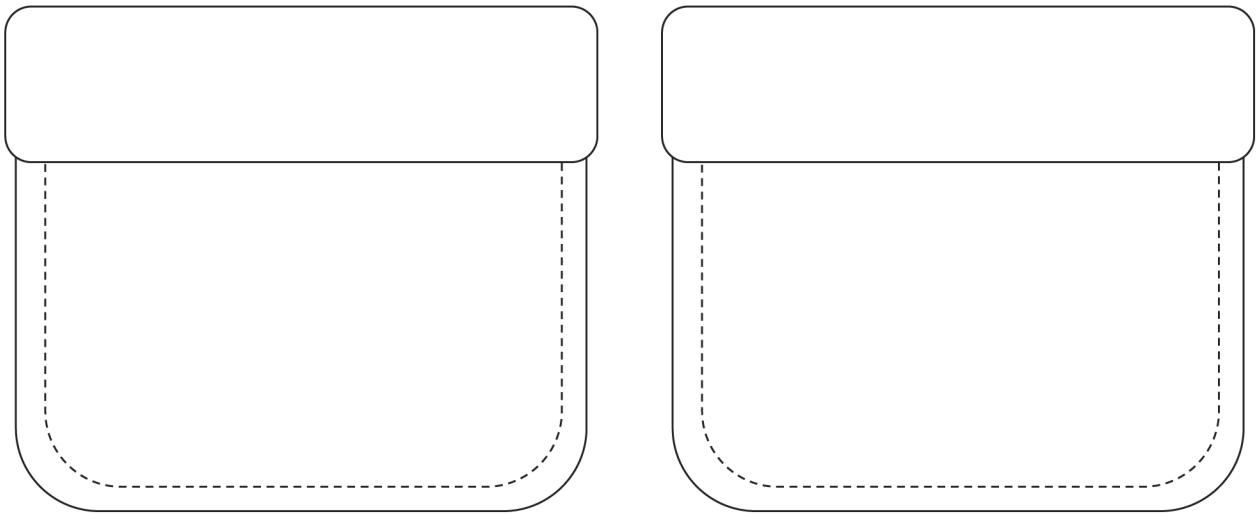


2. Cross off some pennies so the remaining pennies show the value of the coin to their left.

a.

b.

3. Maria has 5¢ 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¢ + 10¢ = _____ ¢

b. 10 cents - 5 cents = _____ cents

c. 20¢ – 10¢ = _____ ¢

d. 9 cents – 8 cents = _____ cents

1. Use the word bank to label the coins.

pennies	dimes

pennies

I am learning the names and values of coins!

2. Write the value of each coin.

   The value of 1 penny is **1** cent.

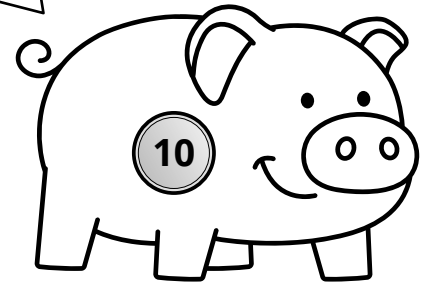
3. Your papa said he will give you 1 dime or 1 penny. Which would you take, and why?

   I would take 1 dime because it is worth 10 cents. A penny is only worth 1 cent.

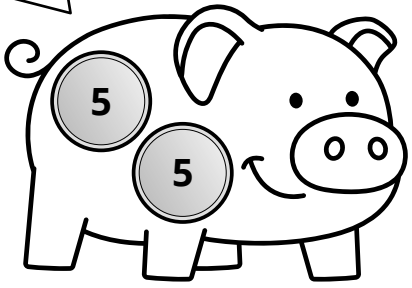
   I would take the dime because it is more money!

4. Kira has 10¢ in her piggy bank. Which coin or coins could be in her bank? Draw to show two different sets of coins that could be in Kira's piggy bank.

A dime is worth 10¢. Maybe she has 1 dime.



A nickel is worth 5¢. She might have 2 nickels.



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.
   a. The value of one dime is _____ cent(s).
   b. The value of one penny is _____ cent(s).
   c. The value of one nickel is _____ cent(s).
   d. 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?

_____

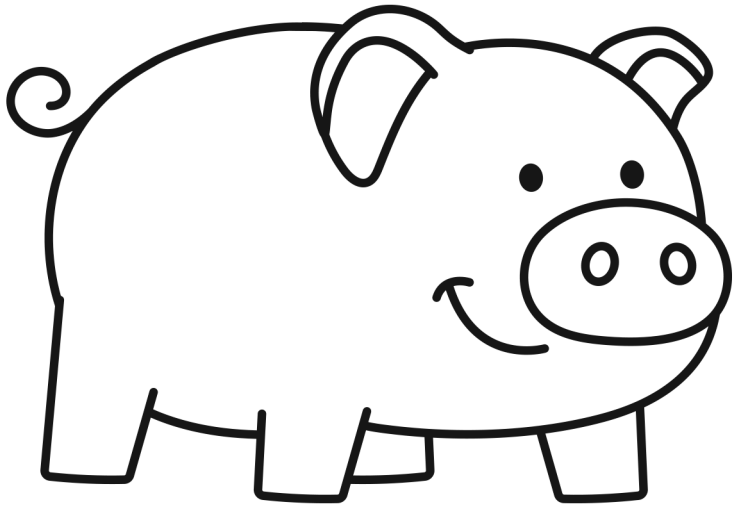
_____

_____

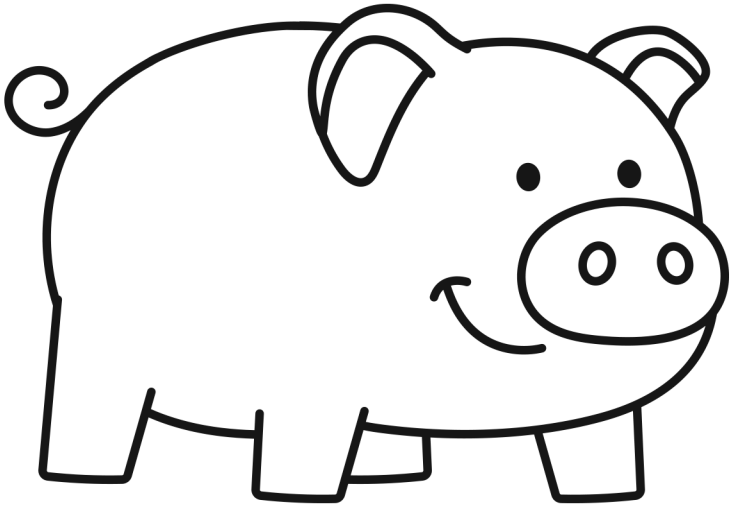
_____

4. Lee has 25¢ 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.



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

a. quarter ___25___ cents

b. nickel ___5___ cents

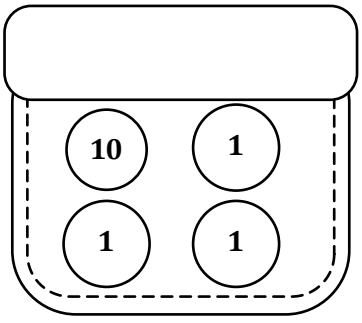
This is the heads side of a nickel.

The quarter is a little bigger than the nickel.

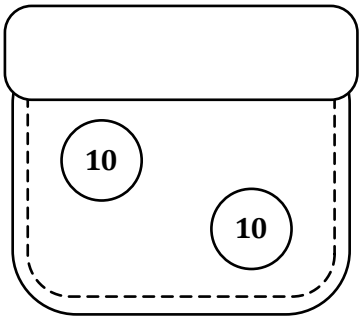
2. Brian has 4 coins in his pocket, and Larry has 2 coins. Larry has more money than Brian. Draw a picture to show the coins each boy might have.

Hmmm …, Brian has more coins, but Larry has more money. How is this possible?

Brian's Pocket



Larry's Pocket



I have an idea! Maybe Brian has 1 dime and 3 pennies. That's 13 cents. Larry might have 2 dimes, which is 20 cents.
20 is greater than 13, so Larry has more money!

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**

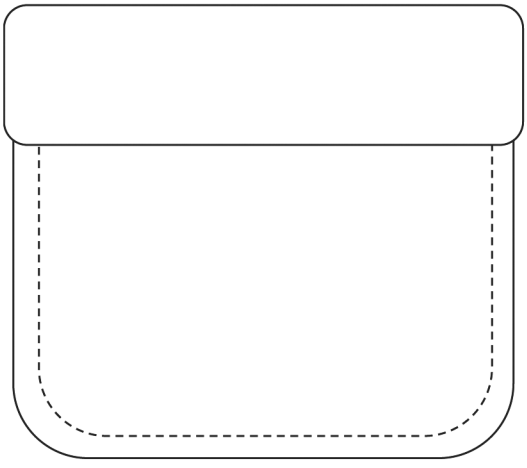
_____ cents

d. **penny**

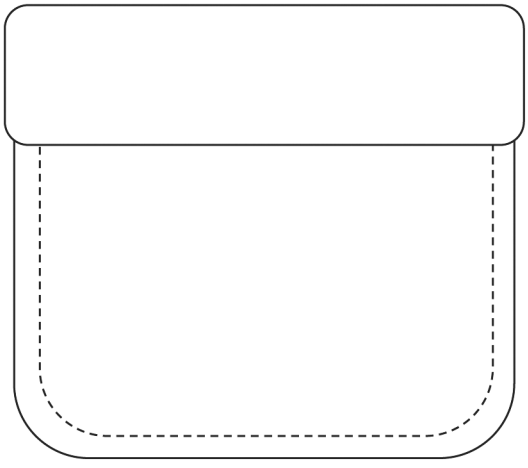
_____ cent

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

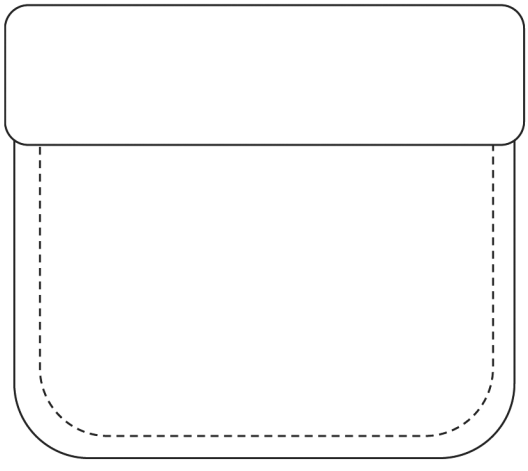


Pedro's Pocket

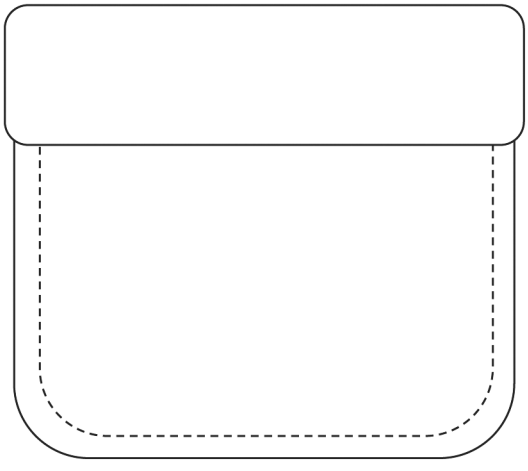


3. Bailey has 4 coins in her pocket, and Ingrid has 4 coins. Ingrid has more money than Bailey. Draw a picture to show the coins each girl might have.

Bailey's Pocket



Ingrid's Pocket



1. Add pennies to show the written amount.

A nickel is worth 5¢. I can count on from 5.
Fiiiiiive, 6, 7. I counted on 2 more, so I draw 2 pennies.

7 cents	 1 1

2. Write the value of the group of coins.

10 … 20 … 30 … 31 … 32 … 33 …

33 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.

_____ ¢

d.

_____ ¢

e.

_____ ¢

1. Find the value of each set of coins. Complete the place value chart.

   Write an addition sentence using the cent symbol (¢) to add the value of the dimes and the value of the pennies.

1 dime = 1 ten.
There are 10 dimes, so there are 10 tens.

1 penny = 1 one .

tens	ones
10	1

$100¢ + 1¢ = 101¢$

10 tens + 1 one is the same as 100 + 1.
100 + 1 = 101

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

100 cents

There are 8 dimes and 2 pennies, so there are 8 tens and 2 ones: $80 + 2 = 82$.
This set shows 82 cents.

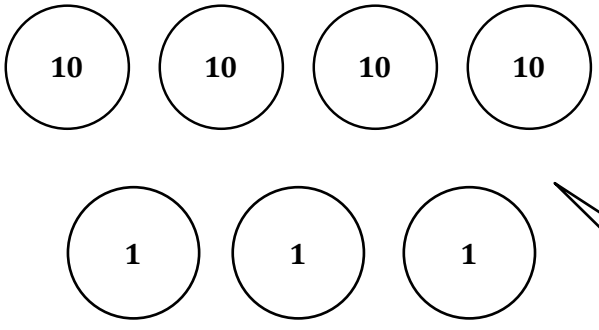
tens	ones
10	0

There are 10 dimes and 0 pennies, so there are 10 tens and 0 ones: $100 + 0 = 100$.
This set shows 100 cents.

☐

☑

3. Draw 43 cents using dimes and pennies. Fill in the place value chart to match.



tens	ones
4	3

I can make 43 cents with 4 dimes and 3 pennies. That's 4 tens and 3 ones!

Name _____ Date _____

1. Find the value of each set of coins. Complete the place value chart. Write an addition sentence using the cent symbol (¢) to add the value of the dimes and the value of the pennies.

a.

tens	ones

_____

b.

tens	ones

_____

c.

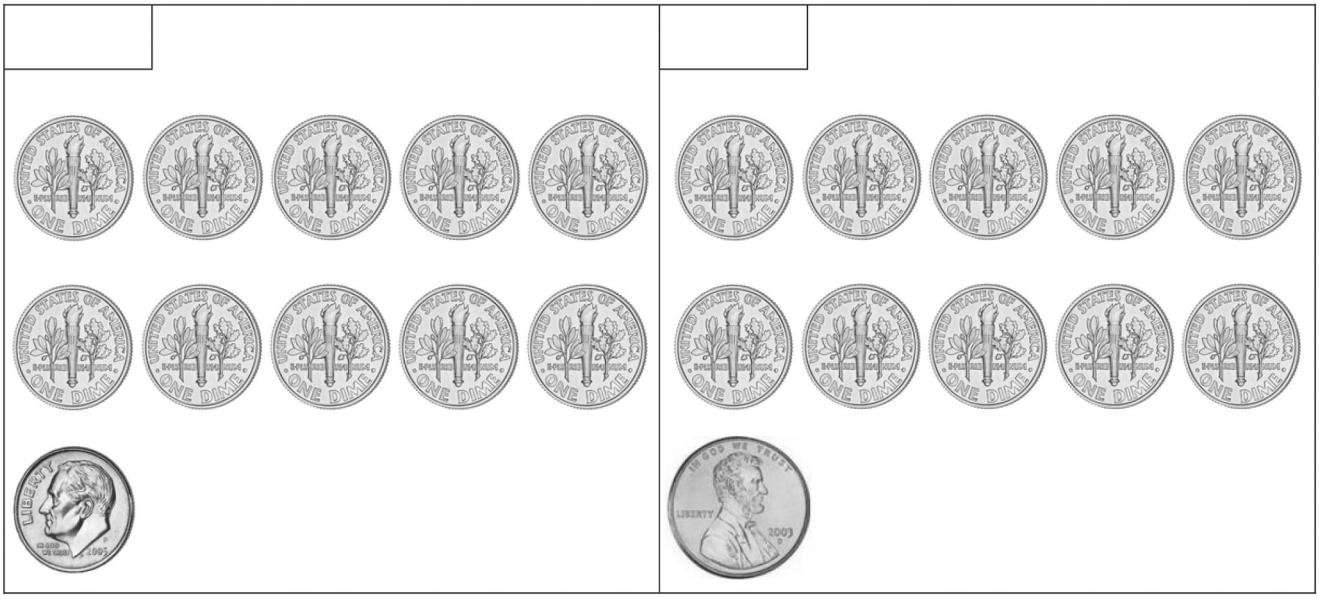
tens	ones

_____

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¢ 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

1. Circle some coins to match the amount in the box.

36¢

I start with the coins with the largest value, the dimes. I skip-count by tens. 10, 20, 30. I circle 3 dimes. I still need 6 more cents. I know a nickel has a value of 5 cents, and a penny's value is 1 cent. I circle a nickel and a penny. 3 dimes, 1 nickel, and 1 penny have a value of 36¢.

2. Find the value of the set of coins.

I can skip-count to find the value of this set of coins. First, I can count the nickels by counting by fives. 5, 10, 15, 20. Next, I can count on by ones from 20 to count the pennies. 21, 22, 23, 24, 25, 26. The total value of this set of coins is 26 cents.

26 cents

Name _____ Date _____

Circle some coins to match the amount in the box.

1.

24¢

2.

45¢

1. Circle coins to match the amount in the box.

I can skip-count by tens to find the value of the dimes. 10, 20, 30, 40. I circle all the dimes since they have a value of 40¢. I still need 4 more cents to get 44¢. I circle the 4 pennies because 4 pennies have the value of 4¢. The total value of the coins I circled is 44¢.

2. Find the value of this set of coins.

I start by counting the coins with the greatest value, the dimes. 10, 20. Next, I count on the value of the nickel. That makes 25. Then, I count on the value of the five pennies. 26, 27, 28, 29, 30. The total value of this set of coins is 30 cents.

___30___ cents

Name _____ Date _____

Circle coins to match the amount in the box.

1.

64¢

2.

53¢

3. Find the value of this set of coins.

_____ cents

Circle ***gift*** or ***income***.

1. A neighbor gives Leo $20 for raking leaves. gift income

2. Grandpa gives Petra $8 for her birthday. gift income

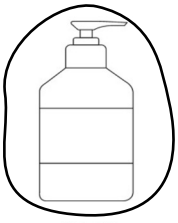
Money that is earned from selling something or doing a job is called **income**. The money Leo gets for raking his neighbor's leaves is income.

People can also get money as a **gift**. The money Petra received for her birthday is a gift.

3. Sometimes, we must use income to buy the goods we ***need*** instead of the goods we ***want***. Circle the goods we need.

milk


cake


soap

Goods are things we can touch and hold. We **need** healthy food, a place to live, healthcare items, and clothing. I circle the milk and soap as goods we **need**.

4. Sometimes, we must use income to buy the services we ***need*** instead of the services we ***want***. Circle the services we need.


doctor


babysitter


arcade

Services are activities or jobs people do. We **need** doctors for our health care and people to watch our children. I circle doctor and babysitter as services we **need**.

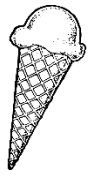
Name_____ Date_____

Circle **gift** or **income**.

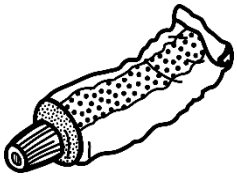
1. Nolan makes $8 walking the neighbor's dog. gift income

2. Maria gives her brother $10 to celebrate the end of the school year. gift income

3. Sometimes, we must use income to buy goods we **need** instead of goods we **want**. Circle the goods we need.

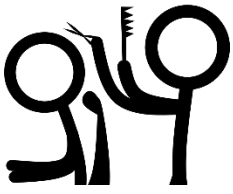

ice cream


vegetables

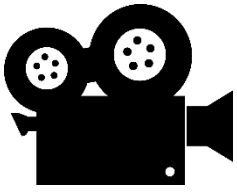

toothpaste

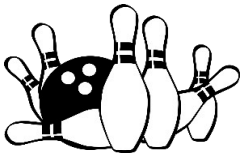

video game

4. Sometimes, we must use income to buy services we **need** instead of services we **want**. Circle the services we need.


haircut


dentist


movie


bowling

Name _____ Date _____

Circle Want or Need.

People use money to buy things they need and want.

Toys are fun to have. I want toys, but I don't need them.

I need glasses to see.

Want Need

Want Need

Needs are things we use to stay healthy and safe.

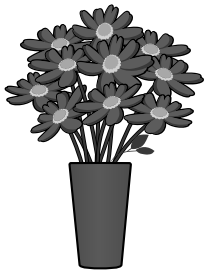
Wants are things we might like to have, but don't need to stay healthy and safe.

People have different needs and wants. My dad rides his bike to work. My dad's bike is a need. I ride my bike for fun. My bike is a want.

Name _____ Date _____

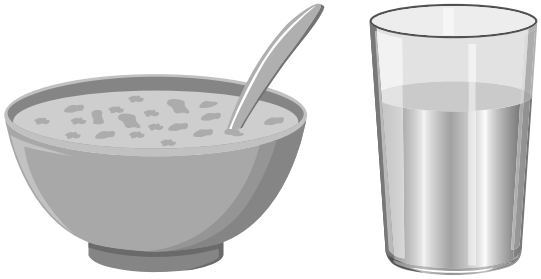
1. Circle Want or Need.

a.



Want Need

b.

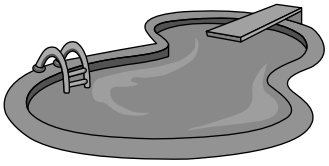


Want Need

c.

Want Need

d.



Want Need

e.

Want Need

f.

Want Need

Use Read–Draw–Write to solve.

2. Denny buys a salad, a juice, and a muffin.
   Each thing costs 5 dollars.
   How much do all three things cost?

   All three things cost _____ dollars.

3. Lenny has some money. He buys a book for 12 dollars.
   He gives 3 dollars to the pet shelter.
   How many dollars did Lenny have to start?

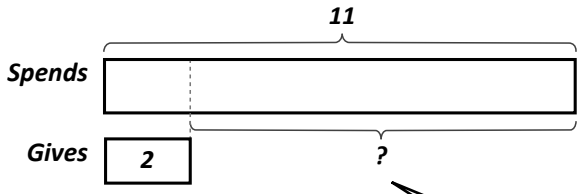
   Lenny had _____ dollars to start.

Name _____ Date _____

Use Read-Draw-Write to solve.

Dan spends 11 dollars on cupcakes.
He gives 2 dollars away.
How many more dollars does Dan spend than give?

When people give money, time, or goods without getting anything in return, this is called giving to **charity** or *charitable giving*.



I need to find the difference between what Dan spends and what he gives.

2 + ***9*** = 11

11 – 2 = ***9***

I can count on from 2 to 11. I can also find 11 − 2. I can also subtract to find the difference between what Dan spent and what he gave.

Dan spends ***9*** dollars more than he gives.

Name_____ Date_____

Use Read-Draw-Write to solve.

1. Kim gives 4 dollars to her class for new books.
   She gives 5 dollars to an art club.
   How many dollars does Kim give in all?

   Kim gives _____ dollars in all.

2. Tom has 15 dollars.
   He spends 8 dollars.
   He gives the rest to charity.
   How many dollars does Tom give to charity?

   Tom gives _____ dollars to charity.

3. Kit gives 12 dollars to a pet shelter.
   She spends 7 dollars.
   How many more dollars does Kit give than spend?

   Kit gives _____ more dollars than she spends.

4. Jim gives 11 games to his class.
   He gives 6 backpacks to kids.
   How many fewer backpacks than games does Jim give?

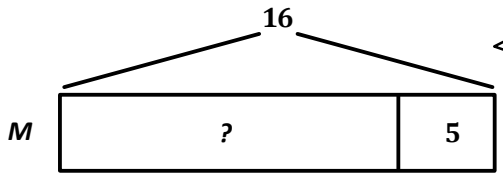
   Jim gives _____ fewer backpacks than games.

5. Meg earns some money by selling snacks.
   She saves 9 dollars.
   She still has 7 dollars.
   How many dollars does Meg earns by selling snacks?

   Meg earns _____dollars.

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

1. Maria used 16 beads to make a bracelet. Maria used 5 more beads than Kim. How many beads did Kim use to make her bracelet?



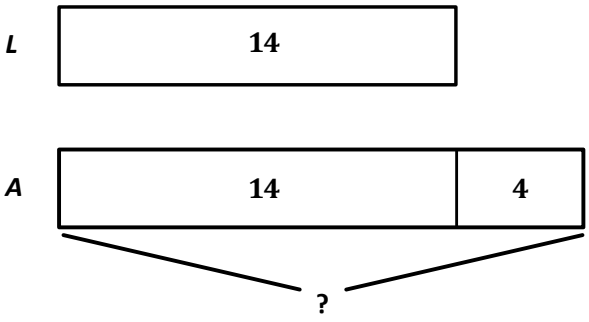
I can draw a double strip diagram to compare Maria's and Kim's beads. I can draw Maria's and Kim's strips the same length. Since I know they don't have the same amount of beads, I ask myself, who has more? Maria! She has 5 more beads than Kim. I'll add more to Maria's strip and label it with 5 because she has 5 more beads than Kim.

$16 - 5 = \boxed{11}$

Kim used 11 beads.

I can draw arms to include both parts of Maria's strip because the whole is 16. The first part of Maria's strip is equal to Kim's, so if I figure out Maria's first part, I'll know Kim's strip, too!

2. Leo picked 14 strawberries. Leo picked 4 fewer strawberries than Agnes. How many strawberries did Agnes pick?



$14 + 4 = \boxed{18}$

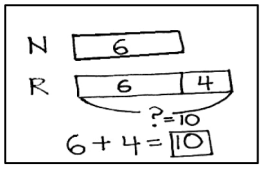
Agnes picked 18 strawberries.

I slow down and read every part of the problem carefully. If Leo picked 4 fewer strawberries than Agnes, then Agnes has 4 more than Leo! This is an addition problem, not subtraction!

Name _____ Date _____

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

Sample Strip Diagram



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

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

3. Rose saved 3 more dollars in her piggy bank than her sister. Her sister saved 11 dollars. How many dollars did Rose save?

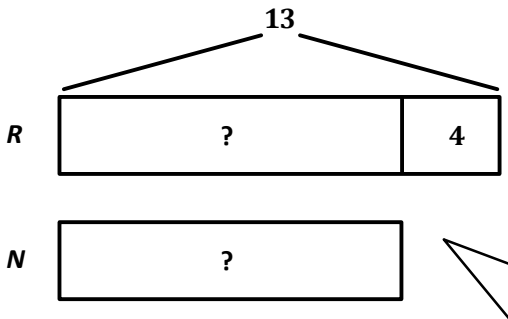
4. Tamra decorated 13 cookies. Tamra decorated 2 fewer cookies than Emi. How many cookies did Emi decorate?

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

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

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

1. Ruben has 13 markers. Nashrah has 4 fewer markers than Ruben. How many markers does Nashrah have?



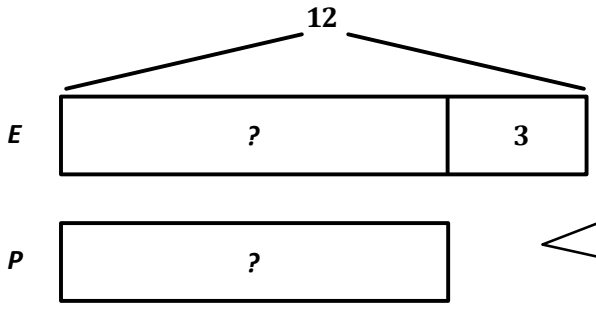
I can draw a double strip diagram with equal strips for both Ruben and Nashrah. Since I know they don't have an equal amount of markers, I ask myself, who has more? Since Nashrah has fewer markers, and I know that Ruben has 4 more markers, I'll add more to Ruben's strip and label it with 4 since he has 4 more markers.

$13 - 4 = \boxed{9}$

Nashrah has 9 markers.

I can draw arms to show Ruben's total, which is 13 markers. The first part of Nashrah's strip is equal to Ruben's, so if I figure out Ruben's first part, I'll know how many markers Nashrah has. I can use subtraction to solve.

2. Emil found 12 leaves on the playground. He found 3 more leaves than Payton. How many leaves did Payton find?



$12 - 3 = \boxed{9}$

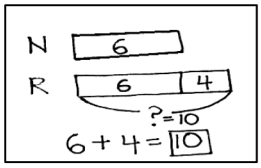
Payton found 9 leaves.

I must read every part of the problem carefully. Sometimes more doesn't mean to add! Since Emil found 3 more leaves than Payton, I have to subtract to find out how many leaves Payton found.

Name _____ Date _____

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

Sample Strip diagram



1. Fatima walks 15 blocks home from school. Jesus walks 8 blocks. How much longer is Fatima's walk home from school than Jesus'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 saved 5 dollars. Kim has saved 11 dollars. How many fewer dollars has Tamra saved than Kim?

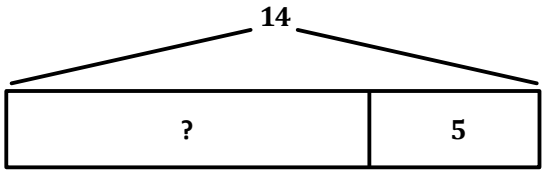
4. Kiana picked 12 apples from the tree. She picked 6 fewer apples than Vinh. How many apples did Vinh pick from the tree?

5. Genesis spent 16 dollars on school supplies. She spent 5 more dollars on school supplies than Juan. How many dollars did Juan spend?

6. The first grade football team has 12 players. The first grade team has 6 fewer players than the second grade team. How many players are on the second grade team?

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

1. Some students were playing in the gym. 5 students came to join, and now there are 14 students. How many students were in the gym in the beginning?



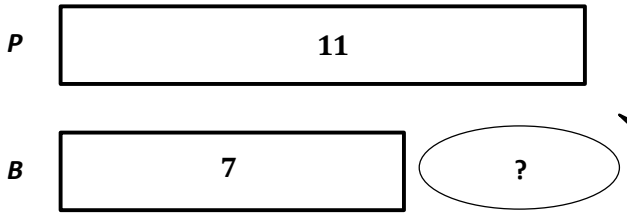
I don't know how many students were playing at first. That's my unknown! It helps when I read one sentence at a time and draw.

$14 - 5 =$ $\boxed{9}$

9 students were in the gym in the beginning.

My drawing shows that I know the whole and one part. I can use subtraction to find out how many students were playing in the beginning. Or, I could have used addition to solve: $\_\_\_\_ + 5 = 14$.

2. Peter biked for 11 minutes. Belle biked for 7 minutes. How much shorter in time was Belle's bike ride?



$7 + \boxed{4} = 11$

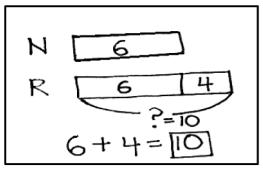
Belle's bike ride was 4 minutes shorter.

Since I am comparing this time, I draw a double strip diagram. Since Peter biked for more minutes, his strip is longer than Belle's. I can use addition to solve for the missing part, which is 4 minutes.

Name _____ Date _____

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

Sample Strip 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. Mai 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?

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, and then start at 7.
   - ☒ Movement counting—count while doing squats, arm rolls, jumping jacks, etc.

I can practice these fun math games with a family member or friend to keep my math skills sharp over the summer.

2. Write the numbers from 96 to 115.

96	**97**	98	99	**100**	101	**102**	**103**	**104**	**105**
106	**107**	**108**	**109**	**110**	111	**112**	**113**	**114**	**115**

3. Count backward by tens from 82 to 2.
   82, **72**, 62, **52**, **42**, **32**, 22, **12**, **2**

Practicing a math game like Happy Counting throughout the year has helped me count forward and backward. Look, I can count past 100 by ones and backward by tens! I couldn't do these two things when I started first grade. Now I can.

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 a challenge for you at the beginning of the year!

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OER K–5 Math

EDITION 1

ENGLISH

SUCCEED

PLACE VALUE, COMPARISON, UNDERSTANDING INCOME WITH ADDITION AND SUBTRACTION TO 100

G1 | MODULE 6 | STUDENT EDITION

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