

Name _____

Date _____

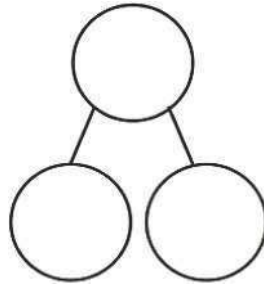
1. Add or subtract. Complete the number bond to match.

a. $9 + 1 =$ _____

$1 + 9 =$ _____

$10 - 1 =$ _____

$10 - 9 =$ _____

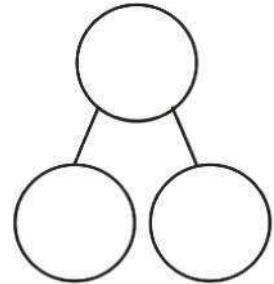


b. $4 + 6 =$ _____

$6 + 4 =$ _____

$10 - 6 =$ _____

$10 - 4 =$ _____



2. Solve.

a. $10 + 5 =$ _____

b. $13 = 10 +$ _____

c. $10 + 8 =$ _____

Name _____

Date _____

Solve.

1.

a. $10 + 3 = \underline{\quad}$

b. $30 + 4 = \underline{\quad}$

c. $60 + 5 = \underline{\quad}$

d. $90 + 1 = \underline{\quad}$

2.

a. $\underline{\quad} = 10 + 7$

b. $\underline{\quad} = 20 + 9$

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

d. $\underline{\quad} = 90 + 8$



Name _____

Date _____

Solve.

1. $23 + 5 = \underline{\quad}$

2. $68 - 5 = \underline{\quad}$

3. $43 + 30 = \underline{\quad}$

4. $76 - 60 = \underline{\quad}$



Name _____

Date _____

Solve.

1. $9 + 6 = \underline{\quad}$

2. $8 + 5 = \underline{\quad}$

Name _____

Date _____

Solve.

a. $39 + 4 = \underline{\quad}$

b. $58 + 7 = \underline{\quad}$

Name _____

Date _____

Solve.

1. $70 - 4 = \underline{\quad}$

2. $60 - 3 = \underline{\quad}$

Name _____

Date _____

Solve.

1.

$15 - 7 = \underline{\quad}$

2.

$14 - 6 = \underline{\quad}$

Name _____

Date _____

Solve.

| | | |
|------------------------------------|------------------------------------|------------------------------------|
| 1. $21 - 9 = \underline{\quad}$ | 2. $34 - 8 = \underline{\quad}$ | 3. $82 - 7 = \underline{\quad}$ |
|------------------------------------|------------------------------------|------------------------------------|

Name _____

Date _____

1. Draw lines to match and make each statement true.

10 tens = 1 thousand

10 hundreds = 1 ten

10 ones = 1 hundred

2. Circle the largest unit. Box the smallest.

4 tens 2 hundreds 9 ones

3. Draw models of each, and label the following number.

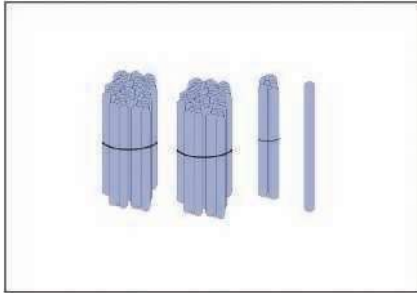
2 tens 7 ones 6 hundreds



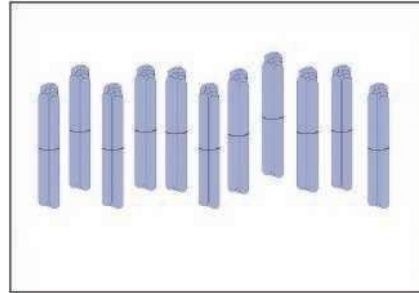
Name _____

Date _____

1. These are bundles of hundreds, tens, and ones. How many straws are in each group?



_____ straws



_____ straws

2. Count from 96 to 140 with ones and tens. Use pictures to show your work.

3. Fill in the blanks to reach the benchmark numbers.

35, _____, _____, _____, _____, 40, _____, _____, _____, _____, 100, _____, 300

Name _____

Date _____

1. Draw a line to match the numbers with the units you might use to count them.

300 to 900

ones, tens, and hundreds

97 to 300

ones and tens

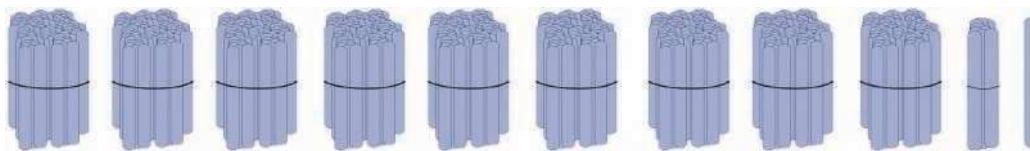
484 to 1,000

ones and hundreds

743 to 800

hundreds

2. These are bundles of hundreds, tens, and ones. Draw to show how you would count to 1,200.



Name _____

Date _____

1. Look at the Hide Zero cards. What is the value of the 6?

| | | |
|---|---|---|
| 5 | 6 | 9 |
|---|---|---|

- a. 6 b. 600 c. 60
2. What is another way to write 5 ones 3 tens 2 hundreds?
- a. 325 b. 523 c. 253 d. 235
3. What is another way to write 6 tens 1 hundred 8 ones?
- a. 618 b. 168 c. 861 d. 681
4. Write 905 in unit form.

Name _____

Date _____

1. Write in number form.

a. $10 + 10 + 1 + 1 + 100 + 1000 =$ _____

b. $400 + 70 + 6 =$ _____

c. _____ $= 9 + 700 + 10$

d. _____ $= 200 + 50$

e. $2 + 600 =$ _____

f. $300 + 32 =$ _____

2. Write in expanded form.

a. $974 =$ _____

b. $435 =$ _____

c. $35 =$ _____

d. $310 =$ _____

e. $703 =$ _____



Name _____

Date _____

1. Write 342 in word form.

2. Write in standard form.

a. Two hundred twenty-six _____

b. One thousand one hundred three _____

c. 5 hundreds + 56 ones _____

d. $60 + 800 + 3$ _____

3. Write the value of 17 tens three different ways. Use the largest unit possible.

a. Standard form _____

b. Expanded form _____

c. Unit form _____

Name _____

Date _____

1. Write the total value of the money shown below in standard and expanded form.

| | | | |
|-----|-----|------|-------|
| \$1 | | \$10 | \$100 |
| \$1 | | \$10 | \$100 |
| \$1 | | \$10 | \$100 |
| \$1 | | \$10 | |
| \$1 | \$1 | \$10 | |

Standard form:

Expanded form:

2. What is the value of 3 ten-dollar bills and 9 one-dollar bills? _____

3. Draw money to show 2 different ways to make \$142, using only \$1, \$10, and \$100 bills.

Name _____ Date _____

1. Jeremy counted from \$280 to \$435. Use the number line to show a way that Jeremy could have used ones, tens, and hundreds to count.



2. Use the number line to show another way that Jeremy could have counted from \$280 to \$435.



3. Use the number line to show how many hundreds, tens, and ones you use when you count from \$776 to \$900.



To count from \$776 to \$900, I used _____ hundreds _____ tens _____ ones.

Name _____

Date _____

Jerry wonders, "How many \$10 bills are equal to a \$1,000 bill?"

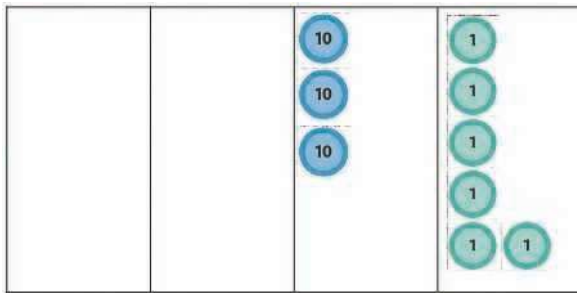
Think about the different strategies your classmates used to answer Jerry's question. Answer the problem again using a strategy you liked that is different from yours. Use words, pictures, or numbers to explain why that strategy also works.

Name _____

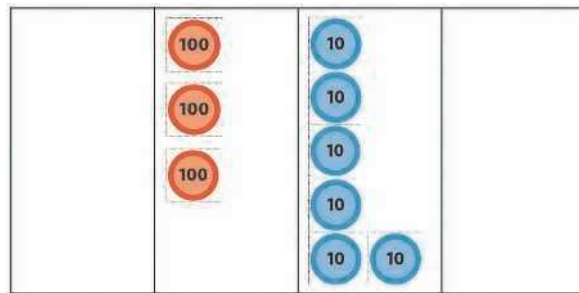
Date _____

1. Tell the value of the following numbers.

a.



b.



a. _____

b. _____

2. Fill in the sentences below to tell about the change from 36 to 360.

a. I changed _____ to _____.

b. I changed _____ to _____.

Name _____

Date _____

1. Match to show the equivalent value.

- | | |
|----------------|------------|
| a. 10 ones | 1 hundred |
| b. 10 tens | 1 thousand |
| c. 10 hundreds | 1 ten |

2. Draw disks on the place value chart to show 348.

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

- a. How many more ones to make a ten? _____ ones
- b. How many more tens to make a hundred? _____ tens
- c. How many more hundreds to make a thousand? _____ hundreds

Name _____

Date _____

1. Draw place value disks to show the numbers.

a. 560

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

b. 506

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

2. Draw and label the jumps on the number line to move from 0 to 141.



Name _____

Date _____

1. Whisper count as you show the numbers with place value disks.

a. Draw 241 using hundreds, tens, and ones.

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

b. Draw 241 using **only tens and ones**.

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

2. Fill in the blanks.

a. $45 =$ _____ hundreds _____ tens _____ ones $45 =$ _____ onesb. $682 =$ _____ hundreds _____ tens _____ ones $682 =$ _____ hundreds _____ ones

Name _____

Date _____

Think about the different strategies and tools your classmates used to answer the pencil question. Explain a strategy you liked that is different from yours using words, pictures, or numbers.

Name _____

Date _____

Write $>$, $<$, or $=$.

1. 499 500

2. 179 177

3. 431 421

4. 703 seven hundred three

5. 2 hundred 70 ones $70 + 200 + 1$

6. $300 + 60$ 306

7. 4 tens 2 ones $30 + 12$

8. 3 tens 7 ones $45 - 10$

Name _____

Date _____

1. Whisper count as you show the numbers with place value disks. Circle $>$, $<$, or $=$.

a. Draw 142 using hundreds, tens, and ones.

b. Draw 12 tens 4 ones.

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

$<$
 $=$
 $>$

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

2. Write $>$, $<$, or $=$.

a. 1 hundred 6 tens 106

b. 74 tens $700 + 4$

c. Thirty tens 300

d. 21 ones 3 hundreds 31 tens

Name _____

Date _____

1. Order the following from **least to greatest** in standard form.

a. 426 152 801 _____, _____, _____

b. six hundred twenty 206 60 tens 2 ones _____, _____, _____

c. $300 + 70 + 4$ $3 + 700 + 40$ 473 _____, _____, _____

2. Order the following from **greatest to least** in standard form.

a. 4 hundreds 12 ones 421 $10 + 1 + 400$ _____, _____, _____

b. 8 ones 5 hundreds 185 $5 + 10 + 800$ _____, _____, _____

Name _____

Date _____

Fill in the blanks.

a. 10 more than 239 is _____.

b. 100 less than 524 is _____.

c. _____ more than 352 is 362.

d. _____ more than 467 is 567.

e. 1 more than _____ is 601.

f. 10 less than _____ is 241.

g. 100 less than _____ is 878.

h. 10 more than _____ is 734.



Name _____

Date _____

1. Fill in the blanks, and circle the correct answer.

1 more than 209 is _____.

We made a _____.

| |
|---------|
| one |
| ten |
| hundred |

2. Fill in the blanks. Whisper the complete sentence.

a. 1 less than 150 is _____.

d. 10 more than _____ is 716.

b. 10 more than 394 is _____.

e. 100 less than _____ is 894.

c. _____ less than 607 is 597.

f. 1 more than _____ is 900.

Name _____

Date _____

Find the pattern. Fill in the blanks.

1. 109, _____, 111, _____, _____, 114

2. 710, _____, 690, _____, _____, 660, 650

3. 342, _____, _____, 642, 742, _____

4. 902, _____, 872, _____, 852

Name _____

Date _____

1. Complete each pattern.

a. 48, 47, 46, 45, 44, _____, _____, _____

b. 78, 68, 58, 48, 38, _____, _____, _____

c. 35, 34, 44, 43, 53, _____, _____, _____

2. Create two patterns using one of these rules for each: +1, -1, +10, or -10.

a. _____, _____, _____, _____

Rule for Pattern (a): _____

b. _____, _____, _____, _____

Rule for Pattern (b): _____

Name _____

Date _____

Fill in the missing number to make each statement true.

1. $50 + 20 = \underline{\quad}$

2. $4 \text{ tens} + 3 \text{ tens} = \underline{\quad} \text{ tens}$

3. $7 \text{ tens} - \underline{\quad} \text{ tens} = 5 \text{ tens}$

4. $\underline{\quad} - 20 = 63$

5. $6 \text{ tens} + 1 \text{ ten } 4 \text{ ones} = 9 \text{ tens } 4 \text{ ones} - \underline{\quad} \text{ tens}$



Name _____

Date _____

1. Solve using the arrow way or number bonds.

a. $43 + 30 =$ _____

b. $68 + 24 =$ _____

c. $82 - 51 =$ _____

d. $28 - 19 =$ _____

2. Show or explain how you used mental math to solve one of the problems above.

Name _____

Date _____

1. Solve. Draw a strip diagram or number bond to add or subtract tens. Write the new number sentence.

a. $26 + 38 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

b. $83 - 46 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

2. Craig checked out 28 books at the library. He read and returned some books. He still has 19 books checked out. How many books did Craig return? Draw a strip diagram or number bond to solve.

Name _____

Date _____

Solve and show your strategy.

1. A store sold 58 t-shirts and had 25 t-shirts left.
 - a. How many t-shirts did the store have at first?

 - b. If 17 t-shirts are returned, how many t-shirts does the store have now?

2. Steve swam 23 laps in the pool on Saturday, 28 laps on Sunday, and 36 laps on Monday. How many laps did Steve swim?



Name _____

Date _____

Solve using your place value chart and place value disks. Compose a ten, if needed. Think about which ones you can solve mentally, too!

1. $53 + 19 =$ _____

2. $44 + 27 =$ _____

3. $64 + 28 =$ _____



Lesson 6: Use manipulatives to represent the composition of 10 ones as 1 ten with two-digit addends.

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Name _____

Date _____

1. Solve the following problems using the vertical form, your place value chart, and place value disks. Bundle a ten, if needed. Think about which ones you can solve mentally, too!

a. $47 + 34$

b. $54 + 27$

2. Explain how Problem 1, Part (a) can help you solve Problem 1, Part (b).

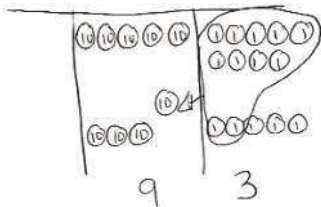
Name _____

Date _____

Use place value language to explain Zane's mistake. Then, solve using the vertical form. Draw and bundle place value disks on your place value chart.

Zane's Answer

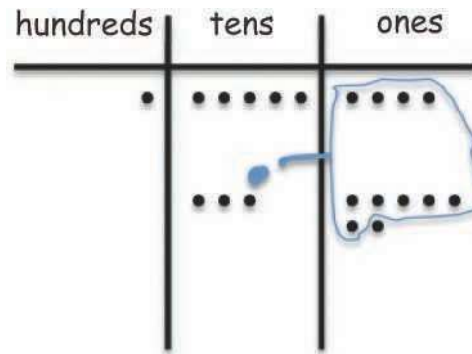
$$59 + 35 = \underline{\quad}$$

Zane's MistakeMy Answer

Name _____

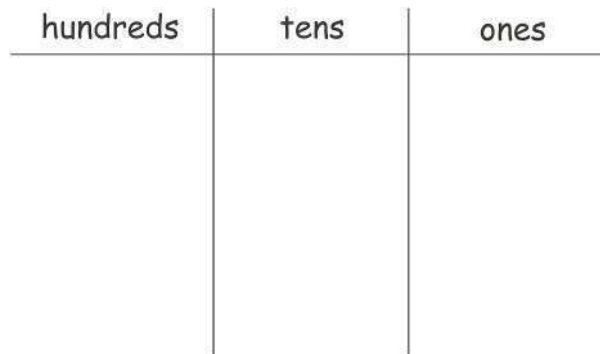
Date _____

1. Solve using the algorithm. Write a number sentence for the problem modeled on the place value chart.



2. Solve using the algorithm. Draw and bundle chips on the place value chart.

$136 + 39 = \underline{\hspace{2cm}}$



Name _____

Date _____

1. Solve using the algorithm. Draw chips and bundle when you can.

$$27 + 137$$

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

2. Using the previous problem, fill in the blanks. Use place value language to explain how you used bundling to rename the solution.

Before bundling a ten _____ hundreds _____ tens _____ ones

After bundling a ten _____ hundreds _____ tens _____ ones

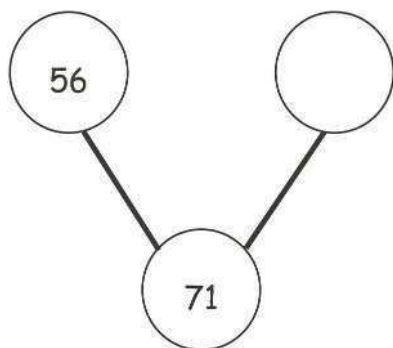
Explanation

Name _____

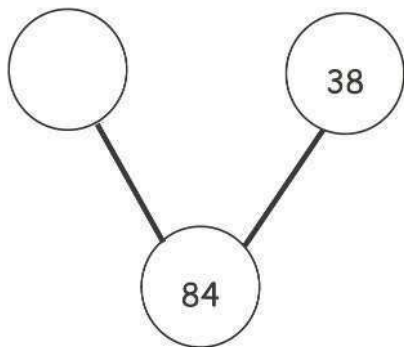
Date _____

Solve for the missing part. Use your place value chart and place value disks.

1.



2.



Name _____ Date _____

Sherry made a mistake while subtracting. Explain her mistake.

| Sherry's Work: | Explanation: |
|----------------|--------------|
| 14 | |
| 44 | |
| <u>-26</u> | |
| 28 | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Name _____

Date _____

Solve vertically. Draw a place value chart and chips to model each problem. Show how you change 1 ten for 10 ones, when necessary.

1. $75 - 28 =$ _____

2. $63 - 35 =$ _____



Name _____

Date _____

Solve by writing the problem vertically. Check your result by drawing chips on the place value chart. Change 1 ten for 10 ones, when needed.

1. $145 - 28 =$ _____

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

2. $151 - 39 =$ _____

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

Name _____

Date _____

Solve using vertical form. Show the subtraction on a place value chart with chips. Exchange 1 ten for 10 ones, when necessary.

1. $164 - 49$

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

2. $181 - 73$

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

c.

$$84 - 59 = \underline{\hspace{2cm}}$$

Model:

d.

$$62 - 45 = \underline{\hspace{2cm}}$$

Model:

3. Label each as true or false. Use a place value strategy to show how you know.

a. $23 - 14 = 14 + 23$ _____

b. $45 - 19 = 22 + 4$ _____

c. $93 - 56 = 84 - 37$ _____

d. $8 \text{ ones} + 5 \text{ tens} = 85$ _____



Name _____

Date _____

1. Solve mentally.

a. 4 ones + _____ = 1 ten

4 + _____ = 10

4 tens + _____ = 1 hundred

40 + _____ = 100

b. 2 ones + 8 ones = _____ ten

2 + 8 = _____

2 tens + 18 tens = _____ hundreds

20 + 180 = _____

2. Fill in the blanks. Then, complete the addition sentence.

$63 \xrightarrow{+7} \underline{\hspace{2cm}} \xrightarrow{+10} \underline{\hspace{2cm}} \xrightarrow{+10} \underline{\hspace{2cm}} \xrightarrow{+10} \underline{\hspace{2cm}}$

63 + _____ = _____

Name _____

Date _____

Solve using your place value chart and place value disks.

1. $46 + 54 =$ _____

2. $49 + 56 =$ _____

3. $28 + 63 =$ _____

4. $67 + 89 =$ _____



Name _____

Date _____

Solve the following problems using the vertical form, your place value chart, and place value disks. Bundle a ten or hundred, if needed.

1. $47 + 85$

2. $128 + 39$

Name _____

Date _____

Solve vertically. Draw chips on the place value chart and bundle, when needed.

1. $46 + 65 =$ _____

| 100's | 10's | 1's |
|-------|------|-----|
| | | |

2. $74 + 57 =$ _____

| 100's | 10's | 1's |
|-------|------|-----|
| | | |

Name _____

Date _____

Solve vertically. Draw chips on the place value chart and bundle, when needed.

1. $58 + 67 =$ _____

| 100's | 10's | 1's |
|-------|------|-----|
| | | |

2. $43 + 89 =$ _____

| 100's | 10's | 1's |
|-------|------|-----|
| | | |

Name _____

Date _____

Look to make 10 ones or 10 tens to solve the following problems using place value strategies.

1. $17 + 33 + 48$

2. $35 + 56 + 89 + 18$



Name _____

Date _____

Solve using number bonds to subtract from 100.

1. $114 - 50$

2. $176 - 90$

3. $134 - 40$



Lesson 23: Use number bonds to break apart three-digit minuends and subtract from the hundred.



Name _____

Date _____

Solve using your place value chart and place value disks. Change 1 hundred for 10 tens and change 1 ten for 10 ones when necessary. Circle what you need to do to model each problem.

| | |
|---|---|
| 1. $157 - 74 = \underline{\hspace{2cm}}$ | 2. $124 - 46 = \underline{\hspace{2cm}}$ |
| I unbundled the hundred. Yes No | I unbundled the hundred. Yes No |
| I unbundled a ten. Yes No | I unbundled a ten. Yes No |

Name _____

Date _____

Solve the following problems using the vertical form, your place value chart, and place value disks. Unbundle a ten or hundred when necessary. Show your work for each problem.

1. $97 - 69$

2. $121 - 65$

Name _____

Date _____

Solve vertically. Draw chips on the place value chart. Unbundle when needed.

1. $153 - 46 =$ _____

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

2. $118 - 79 =$ _____

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

Name _____

Date _____

Solve vertically. Draw chips on the place value chart. Unbundle when needed.

1. $100 - 44 =$ _____

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

2. $200 - 76 =$ _____

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

Name _____

Date _____

Solve vertically. Draw chips on the place value chart. Unbundle when needed.

1. $108 - 79 =$ _____

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

2. $200 - 126 =$ _____

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

**Lesson 28:** Subtract from 200 and from numbers with zeros in the tens place.

Name _____

Date _____

Add like units and record the totals below.

| | |
|--|--|
| 1. $\begin{array}{r} 45 \\ + 64 \\ \hline \\ \hline \\ \hline \\ \square \end{array}$ | 2. $\begin{array}{r} 109 \\ + 72 \\ \hline \\ \hline \\ \hline \\ \square \end{array}$ |
| 3. $\begin{array}{r} 144 \\ + 58 \\ \hline \\ \hline \\ \hline \\ \hline \\ \square \end{array}$ | 4. $\begin{array}{r} 167 \\ + 52 \\ \hline \\ \hline \\ \hline \\ \hline \\ \square \end{array}$ |

Name _____ Date _____

1. Kevin solved $166 + 25$ using totals below. Solve the same problem another way.

| | |
|---|--|
| $\begin{array}{r} 166 \\ + 25 \\ \hline 11 \\ 80 \\ \hline 100 \\ \hline 191 \end{array}$ | |
|---|--|

2. Explain how Kevin's work and your work are similar.

Name _____

Date _____

Solve using the arrow way.

1. $440 + 220 = \underline{\hspace{2cm}}$

2. $670 + \underline{\hspace{2cm}} = 890$

3. $\underline{\hspace{2cm}} + 765 = 945$



Name _____

Date _____

Solve using place value strategies. Use the arrow way or mental math, and record your answers. You may use scrap paper if you like.

1. $760 - 500 = \underline{\quad}$

$880 - 600 = \underline{\quad}$

$990 - \underline{\quad} = 590$

2. $534 - 334 = \underline{\quad}$

$\underline{\quad} - 500 = 356$

$736 - \underline{\quad} = 136$

Name _____

Date _____

Solve each set of problems using the arrow way.

1.

$440 + 300$

$360 + 440$

$440 + 380$

2.

$670 + 230$

$680 + 240$

$250 + 660$

Name _____ Date _____

1. Solve using a simplifying strategy. Show your work if needed.

$$830 - 530 = \underline{\hspace{2cm}} \quad 830 - 750 = \underline{\hspace{2cm}} \quad 830 - 780 = \underline{\hspace{2cm}}$$

2. Solve.

a. $67 \text{ tens} - 30 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$. The value is $\underline{\hspace{2cm}}$.

b. $67 \text{ tens} - 37 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$. The value is $\underline{\hspace{2cm}}$.

c. $67 \text{ tens} - 39 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$. The value is $\underline{\hspace{2cm}}$.



Name _____

Date _____

1. Add by drawing a number bond to make a hundred. Write the simplified equation and solve.

a. $390 + 210$

$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

b. $798 + 57$

$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

2. Solve.

$$53 \text{ tens} + 38 \text{ tens} = \underline{\hspace{2cm}}$$

Name _____

Date _____

Draw and label a strip diagram to show how to simplify the problem. Write the new equation, and then subtract.

1. $363 - 198 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

2. $671 - 399 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

3. $862 - 490 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



Name _____

Date _____

Circle one of the strategies below, and use the circled strategy to solve $490 + 463$.

| | |
|--|-----------|
| a. <i>arrow way / number bond</i> | b. Solve: |
|--|-----------|

c. Explain why you chose that strategy.



Name _____

Date _____

Solve the following problems using your place value chart, place value disks, and vertical form. Bundle a ten or hundred, when necessary.

1. $378 + 113$

2. $178 + 141$



Name _____

Date _____

Solve the following problems using your place value chart, place value disks, and vertical form. Bundle a ten or hundred, when necessary.

1. $375 + 197$

2. $184 + 338$

Name _____ Date _____

Solve using vertical form, and draw chips on a place value chart. Bundle as needed.

1. $436 + 509 =$ _____

2. $584 + 361 =$ _____



Lesson 10: Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.

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Name _____ Date _____

Solve using vertical form, and draw chips on a place value chart. Bundle as needed.

1. $267 + 356 =$ _____

2. $623 + 279 =$ _____



Name _____

Date _____

Choose the best strategy and solve. Explain why you chose that strategy.

1. $467 + 298$

Explanation:

2. $300 + 524$

Explanation:

Name _____

Date _____

Solve using mental math or vertical form with place value disks. Check your work using addition.

1. $378 - 117 =$ _____

2. $378 - 119 =$ _____

3. $853 - 433 =$ _____

4. $853 - 548 =$ _____



Name _____

Date _____

Solve by drawing place value disks on a chart. Then, use addition to check your work.

| | | |
|----------------|-------------------------------|--------|
| 1. $375 - 280$ | Solve vertically or mentally: | Check: |
| 2. $741 - 448$ | Solve vertically or mentally: | Check: |

Name _____

Date _____

Solve by drawing chips on the place value chart. Then, use addition to check your work.

| | | | | | | | | |
|--|----------|------|------|--|--|--|-------------------------------|--------|
| 1. $583 - 327$ <table border="1" data-bbox="159 489 727 831"><tr><td>hundreds</td><td>tens</td><td>ones</td></tr><tr><td> </td><td> </td><td> </td></tr></table> | hundreds | tens | ones | | | | Solve vertically or mentally: | Check: |
| hundreds | tens | ones | | | | | | |
| | | | | | | | | |
| 2. $721 - 485$ <table border="1" data-bbox="159 926 727 1268"><tr><td>hundreds</td><td>tens</td><td>ones</td></tr><tr><td> </td><td> </td><td> </td></tr></table> | hundreds | tens | ones | | | | Solve vertically or mentally: | Check: |
| hundreds | tens | ones | | | | | | |
| | | | | | | | | |

Name _____

Date _____

Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

1. $604 - 143 =$ _____

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

2. $700 - 568 =$ _____

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



Name _____

Date _____

Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

1. $600 - 432 =$ _____

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

2. $303 - 254 =$ _____

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

Name _____ Date _____

Choose a strategy to solve, and explain why you chose that strategy.

| | |
|----------------|--------------|
| 1. $400 - 265$ | Explanation: |
| 2. $507 - 198$ | Explanation: |

Name _____

Date _____

Solve and explain why you chose that strategy.

| | |
|------------------------|--|
| 1. $400 + 590 =$ _____ | Explanation: _____ _____ _____ _____ |
| 2. $775 - 497 =$ _____ | Explanation: _____ _____ _____ _____ |

Name _____

Date _____

Draw a strip diagram. Then, solve the problem using two different strategies.

1. Dylan made a necklace. The necklace had 299 green beads and 156 purple beads. How many green and purple beads were on the necklace?

| | |
|-------------------|--------------------|
| a. First Strategy | b. Second Strategy |
|-------------------|--------------------|

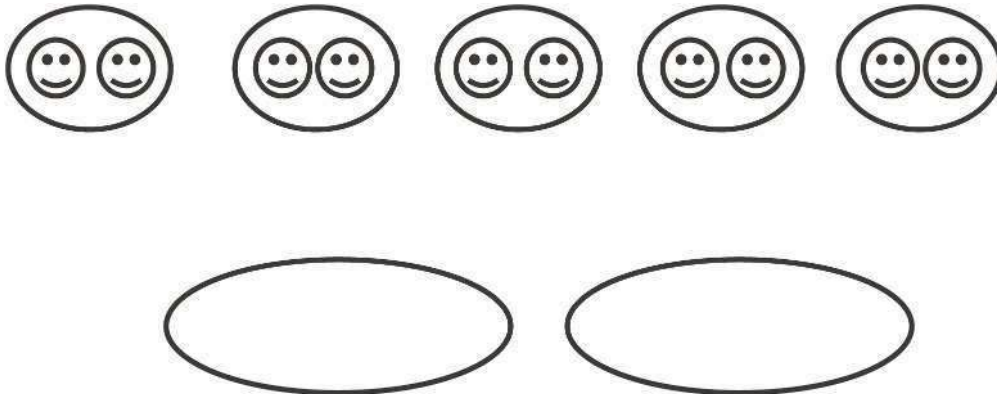
Name _____

Date _____

1. Circle groups of 4 hats.



2. Redraw the smiley faces into 2 equal groups.

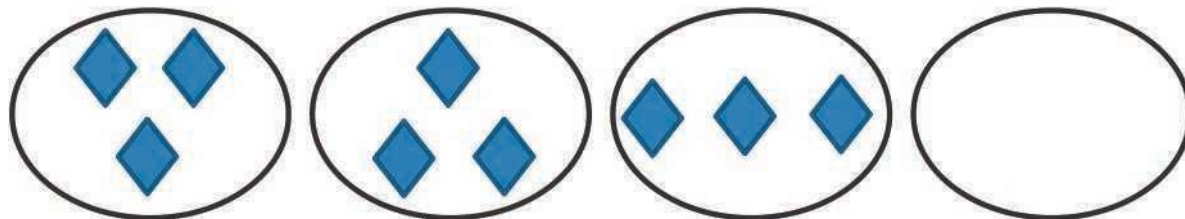


2 groups of _____ = _____.

Name _____

Date _____

1. Draw 1 more equal group.



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

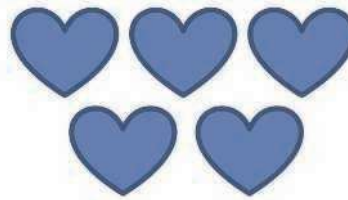
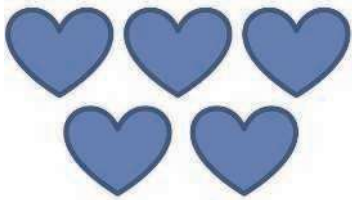
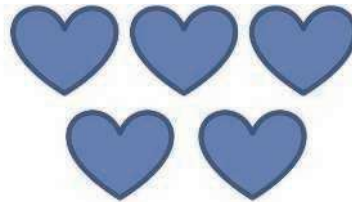
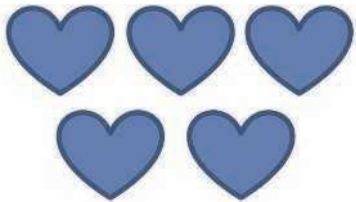
$$4 \text{ groups of } \underline{\quad} = \underline{\quad}$$

2. Draw 2 groups of 3 stars. Then, write a repeated addition equation to match.

Name _____

Date _____

Write a repeated addition equation to match the picture. Then, group the addends into pairs to show a more efficient way to add.



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

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

$$4 \text{ groups of } \underline{\quad} = 2 \text{ groups of } \underline{\quad}$$

Name _____

Date _____

Draw a strip diagram to find the total.

1. 

2. 3 groups of 3

3. $2 + 2 + 2 + 2 + 2$

Name _____

Date _____

1. Circle groups of three. Redraw the groups of three as rows and then as columns.

2. Complete the array by drawing more triangles. The array should have 12 triangles in all.

Name _____

Date _____

Use the array to answer the questions below.



a. _____ rows of _____ = _____

b. _____ columns of _____ = _____

c. _____ + _____ + _____ + _____ = _____

d. Add 1 more row. How many stars are there now? _____

e. Add 1 more column to the new array you made in (d). How many stars are there now? _____

Name _____ Date _____

Use horizontal or vertical lines to separate the rows or columns.

1. Draw an array of X's with 3 rows of 5.

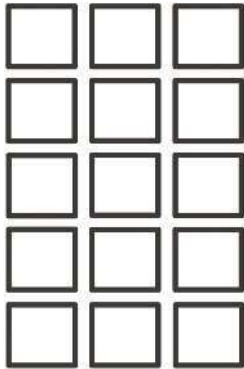
$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$3 \text{ rows of } 5 = \underline{\quad}$$

2. Draw an array of X's with 1 more row than the above array. Write a repeated addition equation to find the total number of X's.

Name _____ Date _____

1. Use the array of squares to answer the questions below.



a. There are ____ squares in one row.

b. There are ____ squares in one column.

c. ____ + ____ + ____ = ____

d. 3 columns of ____ = ____ rows of ____ = ____ total

2. a. Draw an array with 10 squares that has 5 squares in each column.

b. Write a repeated addition equation to match the array.

Name _____

Date _____

Draw a strip diagram or an array for each word problem. Then, write a repeated addition equation to match.

1. Joshua cleans 3 cars every hour at work. He worked 4 hours on Saturday. How many cars did Joshua clean on Saturday?

2. Olivia put 5 stickers on each page in her sticker album. She filled 5 pages with stickers. How many stickers did Olivia use?

Name _____

Date _____

On this sheet, use your square tiles to construct the following arrays with no gaps or overlaps on this sheet. Write a repeated addition equation to match your construction.

1. a. Construct a rectangle with 2 rows of 5 tiles.

b. Write the repeated addition equation. _____

2. a. Construct a rectangle with 5 columns of 2 tiles.

b. Write the repeated addition equation. _____



Name _____

Date _____

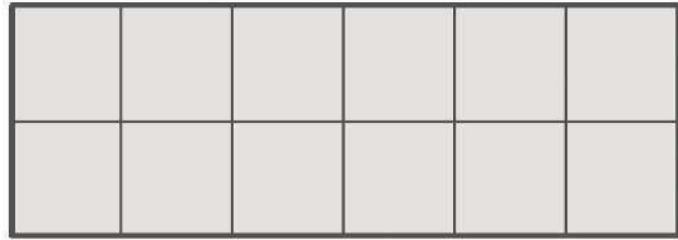
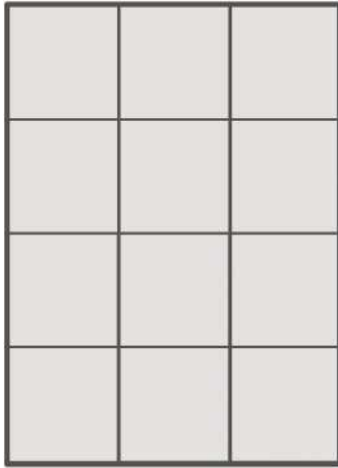
a. Construct an array with 12 square tiles.

b. Write a repeated addition equation to match the array.

Name _____


Date _____

Each  is 1 square unit. Do both rectangles have the same area? Explain how you know.



Name _____

Date _____

1. Each  is a square unit. Find the area of the rectangle below. Then, draw a different rectangle with the same number of square units.

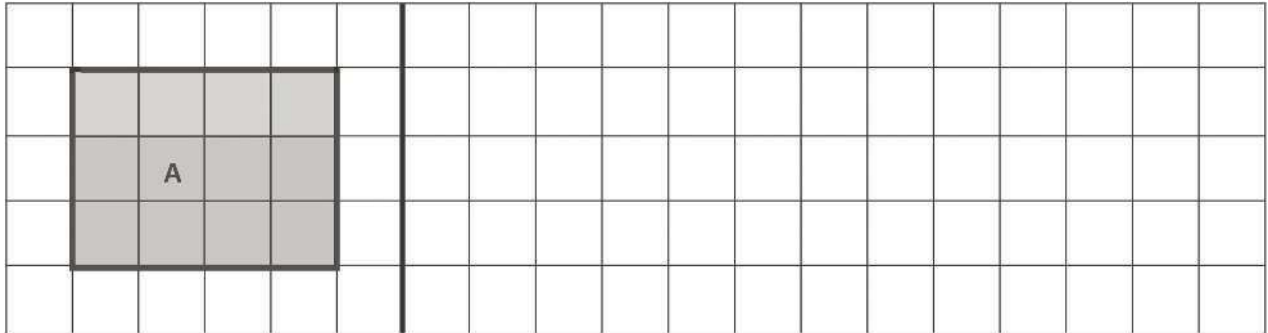


2. Zach creates a rectangle with an area of 6 square inches. Luke makes a rectangle with an area of 6 square centimeters. Do the two rectangles have the same area? Why or why not?

Name _____

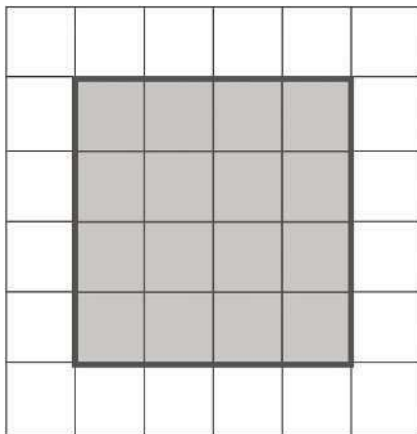
Date _____

1. Each is 1 square unit. Write the area of Rectangle A. Then, draw a different rectangle with the same area in the space provided.



Area = _____

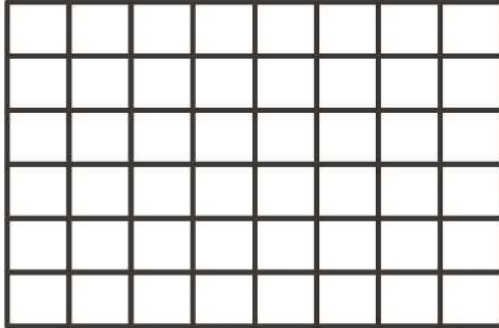
2. Each is 1 square unit. Does this rectangle have the same area as Rectangle A? Explain.



Name _____

Date _____

Shade in an array with 3 rows of 5.

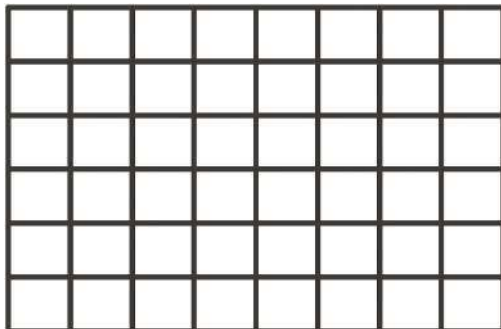
Write a repeated addition equation for the array.

Name _____

Date _____

Use your square tiles and grid paper to complete the following.

- Create a design with the paper tiles you used in the lesson.
- Shade in your design on the grid paper.



Name _____

Date _____

Draw an array for each set. Complete the sentences.

- a. 2 rows of 5

2 rows of 5 = _____

_____ + _____ = _____

Circle one: 5 doubled is even/not even.

- b. 2 rows of 3

2 rows of 3 = _____

_____ + _____ = _____

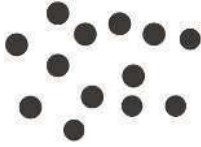
Circle one: 3 doubled is even/not even.

Name _____

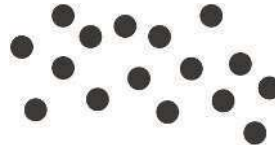
Date _____

Redraw the following sets of dots as columns of two or 2 equal rows.

1.



2.



There are _____ dots.

Is _____ an even number? _____

There are _____ dots.

Is _____ an even number? _____

Name _____

Date _____

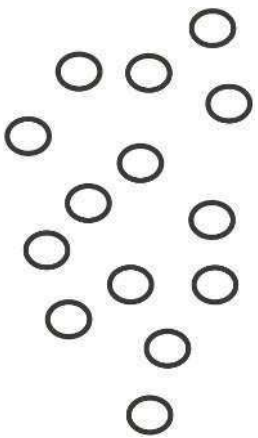
Are the **bold** numbers even or odd? Circle the answer, and explain how you know.

| | |
|---------------------------------|--------------|
| a. 18 even/odd | Explanation: |
| b. 23 even/odd | Explanation: |

Name _____

Date _____

Use the objects to create an array.

| | | |
|---|---|---|
|  | <p>Array</p> <p>There are an even/odd (circle one) number of circles.</p> | <p>Redraw your picture with 1 less circle.</p> <p>There are an even/odd (circle one) number of circles.</p> |
|---|---|---|

Name _____

Date _____

Use the Animal Classification table to answer the following questions about the types of animals at the local zoo.

| Animal Classification | | | |
|-----------------------|------|---------|----------|
| Birds | Fish | Mammals | Reptiles |
| 9 | 4 | 17 | 8 |

1. How many animals are birds, fish, or reptiles? _____
2. How many more mammals are there than fish? _____
3. How many animals were classified? _____
4. How many more animals would need to be added to the chart to have 45 animals classified? _____

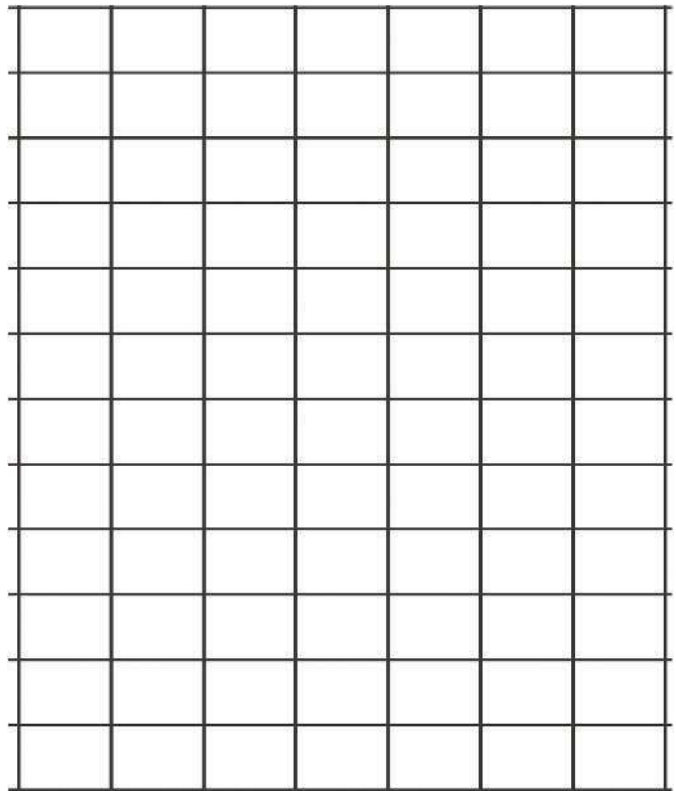
Name _____

Date _____

Use grid paper to create a picture graph below using data provided in the table. Then, answer the questions.

| Fairview Park Zoo Animal Classification | | | |
|---|------|---------|----------|
| Birds | Fish | Mammals | Reptiles |
| 8 | 4 | 12 | 5 |

Title: _____



- How many more animals are mammals than birds? _____
- How many more animals are mammals and reptiles than birds and fish? _____
- How many fewer animals are fish than birds? _____

Legend: _____

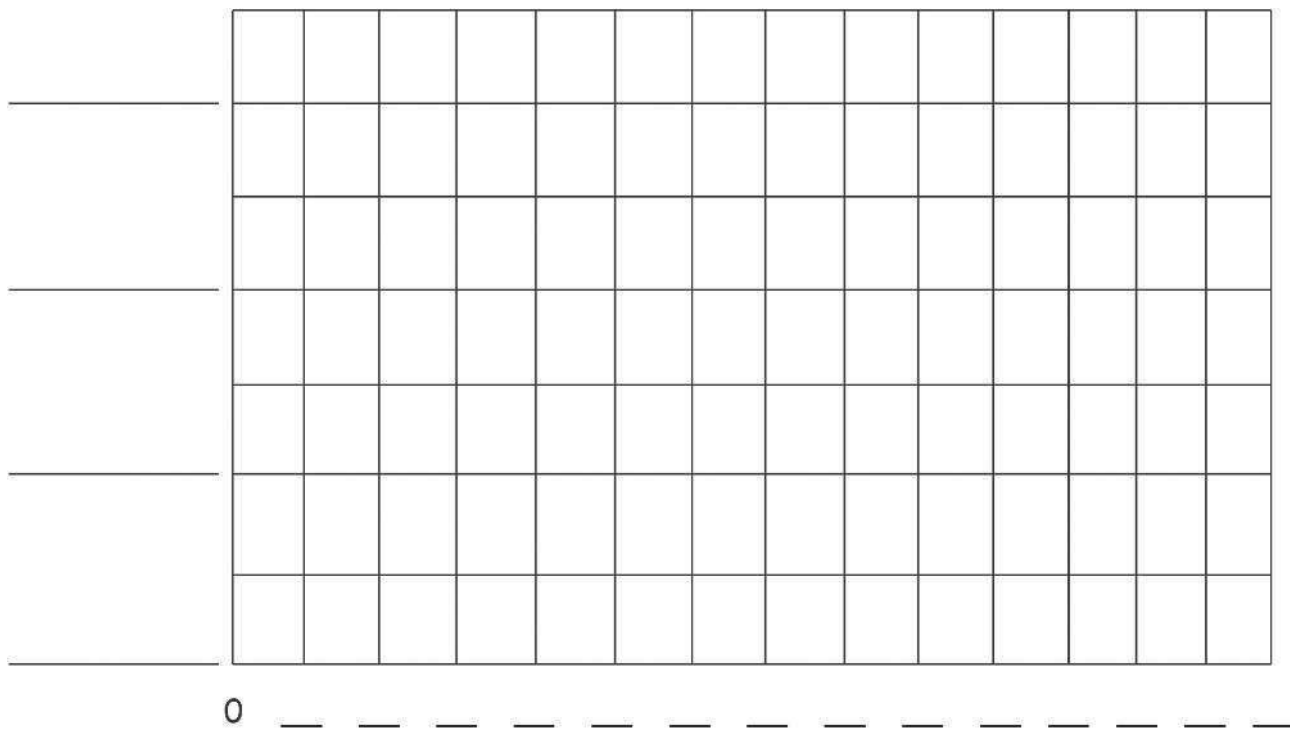
Name _____

Date _____

Complete the bar graph below using data provided in the table. Then, answer the questions about the data.

| Animal Classification | | | |
|-----------------------|------|---------|----------|
| Birds | Fish | Mammals | Reptiles |
| 7 | 12 | 8 | 6 |

Title: _____



- a. How many more animals are fish than reptiles? _____
- b. How many more fish and mammals are there than birds and reptiles? _____

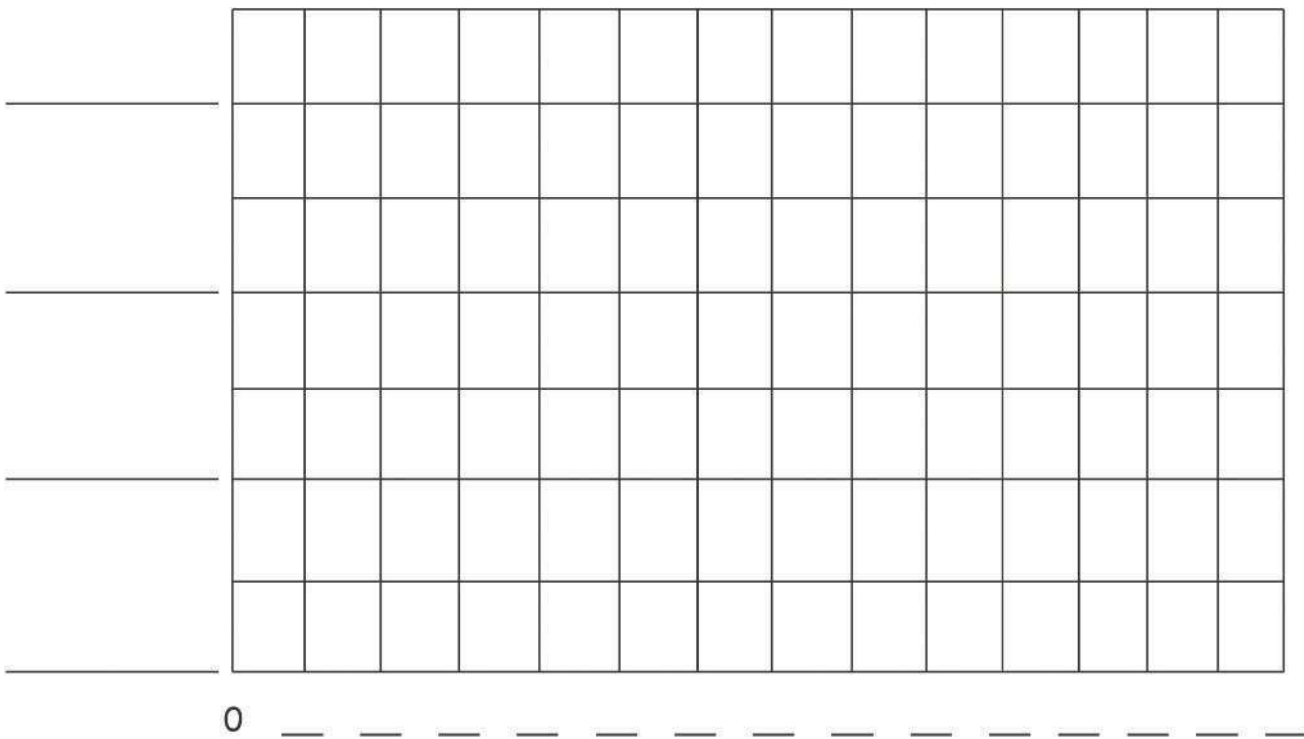
Name _____

Date _____

Complete the bar graph using the table with the types of bugs Jeremy counted in his backyard. Then, answer the following questions.

| Types of Bugs | | | |
|---------------|---------|------|--------------|
| Butterflies | Spiders | Bees | Grasshoppers |
| 4 | 8 | 10 | 9 |

Title: _____



a. How many more spiders and grasshoppers were counted than bees and butterflies?

b. If 5 more butterflies were counted, how many bugs would have been counted?

Name _____

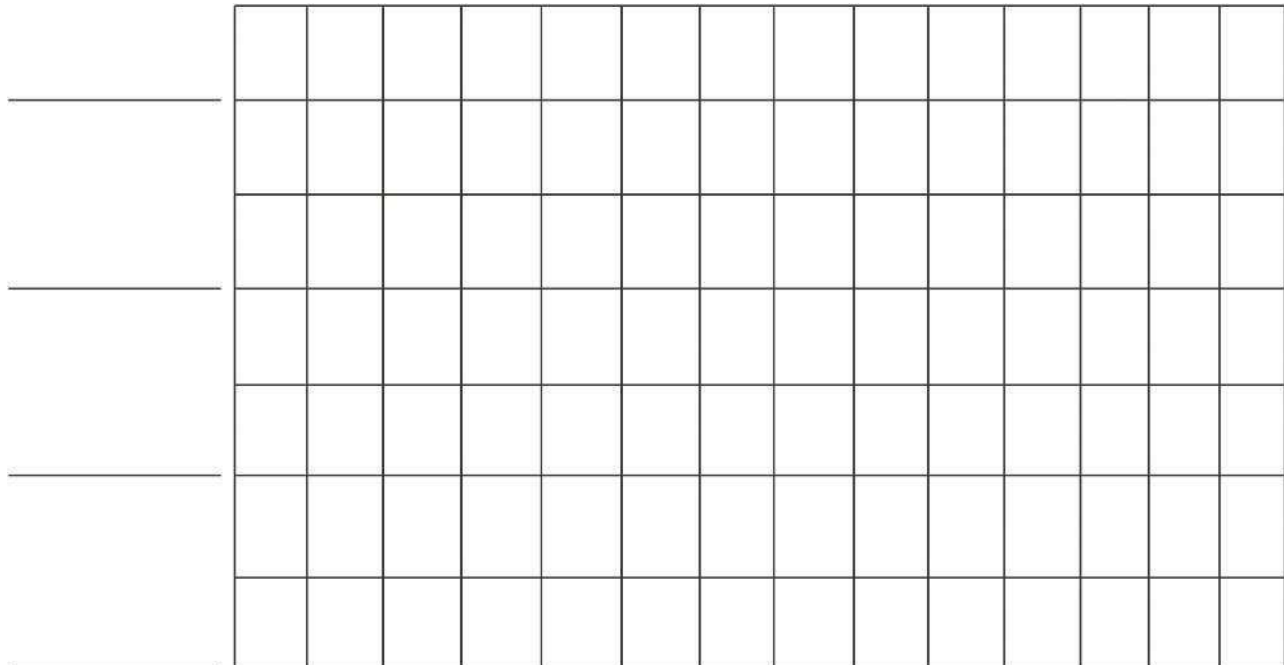
Date _____

Use the table to complete the bar graph. Then, answer the following questions.

Number of Dimes

| Lacy | Sam | Stefanie | Amber |
|------|-----|----------|-------|
| 6 | 11 | 9 | 14 |

Title: _____







- a. How many more dimes does Amber have than Stefanie? _____
- b. How many dimes will Sam and Lacy need to save to equal Stefanie and Amber?

Name _____

Date _____

Count or add to find the total value of each group of coins.

Write the value using the ¢ or \$ symbol.

| | |
|---|--|
| <p>1.</p>  <p>_____</p> | <p>2.</p>  <p>_____</p> |
| <p>3.</p>  <p>_____</p> | <p>4.</p>  <p>_____</p> |

Name _____

Date _____

Smith has 88 pennies in his piggy bank. Write two other coin combinations he could have that would equal \$0.88.

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

Name _____

Date _____

1. Show 36 cents two ways. Use the fewest possible coins on the right below.

| | |
|--|---------------|
| | Fewest coins: |
|--|---------------|

2. Show \$0.74 two ways. Use the fewest possible coins on the right below.

| | |
|--|---------------|
| | Fewest coins: |
|--|---------------|

Name _____

Date _____

Solve.

1. $100¢ - 46¢ = \underline{\hspace{2cm}}$

2. $\underline{\hspace{2cm}} + \$0.64 = \$1$

3. $\underline{\hspace{2cm}} + 13 \text{ cents} = 100 \text{ cents}$



Name _____

Date _____

Solve using the arrow way, a number bond, or a strip diagram.

Jacob bought a piece of gum for 26 cents and a newspaper for 61 cents. He gave the cashier \$1. How much money did he get back?

Name _____

Date _____

Solve with a strip diagram and number sentence.

Gary went to the store with 4 ten-dollar bills, 3 five-dollar bills, and 7 one-dollar bills. He bought a sweater for \$26. What bills did he leave the store with?



Name _____

Date _____

Use the RDW process to solve.

Kate has \$40 in her bank account. She deposits \$30 on Monday. Kate withdraws \$15 on Friday. How much money is in her bank account now?

Name _____

Date _____

1. Identify the consumer and the producer in each story.

a. Meg buys a blueberry muffin at Jerry's Bakery.

consumer: _____ producer: _____

b. Jerry's Bakery purchases blueberries from Franklin Farm.

consumer: _____ producer: _____

Name _____

Date _____

1. Write whether Lucy is borrowing or lending something.

Lucy checks out a video game from the town library.

Lucy is _____ a video game.

2. Put a checkmark in the blank next to the sentences that are examples of responsible borrowing.

_____ Lucy loses the video game, so she pays for the library to get another one.

_____ Lucy returns the video game to the library on time.

_____ Lucy leaves the video game out of its case on the floor where her dog chews on it.

_____ Lucy makes sure that when she is finished playing the game, she puts it back in the case from the library.

_____ Lucy forgets to return the video game to the library.

Name _____

Date _____

Measure the lines below with an inch tile.

Line A _____

Line A is about _____ inches.

Line B _____

Line B is about _____ inches.

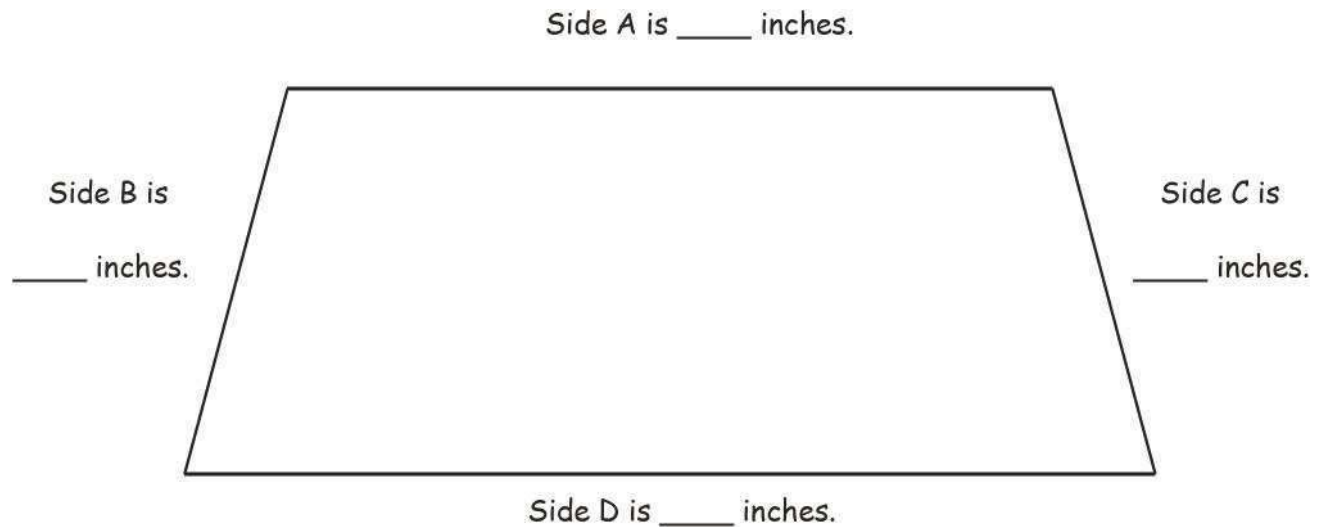
Line C _____

Line C is about _____ inches.

Name _____

Date _____

1. Measure and label the sides of the shape below.



2. What is the sum of the length of Side B and the length of Side C? _____ inches

Name _____

Date _____

Circle the unit that would best measure each object.

| | |
|-----------------------------|--------------------|
| Marker | inch / foot / yard |
| Height of a car | inch / foot / yard |
| Birthday card | inch / foot / yard |
| Soccer field | inch / foot / yard |
| Length of a computer screen | inch / foot / yard |
| Height of a bunk bed | inch / foot / yard |

Name _____

Date _____

Estimate the length of each item by using a mental benchmark. Then, measure the item using feet, inches, or yards.

| Item | Mental Benchmark | Estimation | Actual Length |
|------------------------|------------------|------------|---------------|
| a. Length of an eraser | | | |
| b. Width of this paper | | | |

Name _____

Date _____

Measure the lines in inches and centimeters. Round the measurements to the nearest inch or centimeter.

1. _____

_____ cm

_____ in

2. _____

_____ cm

_____ in

Name _____ Date _____

Measure the set of lines in inches, and write the length on the line. Complete the comparison sentence.

Line A _____

Line B _____

Line A measured about _____ inches. Line B measured about _____ inches.

Line A is about _____ inches **longer/shorter** than Line B.

Name _____

Date _____

Solve using a strip diagram. Use a symbol for the unknown.

Jasmine has a jump rope that is 84 inches long. Marie's is 13 inches shorter than Jasmine's. What is the length of Marie's jump rope?



Lesson 23: Solve two-digit addition and subtraction word problems involving length by using strip diagrams and writing equations to represent the problem.

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Name _____

Date _____

Find the value of the point on each number line marked by a letter.



1. Each unit has a length of _____ centimeters.

A = _____



2. What is the difference between the two endpoints? _____.

B = _____

Name _____

Date _____

Each unit length on both number lines is 20 centimeters.

(Note: Number lines are not drawn to scale.)

1. Show 20 centimeters more than 25 centimeters on the number line.



2. Show 40 centimeters less than 45 centimeters on the number line.



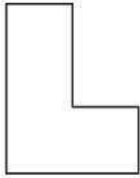
3. Write an addition or a subtraction sentence to match each number line.

Name _____

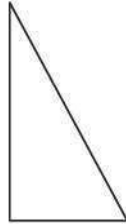
Date _____

Study the shapes below. Then, answer the questions.

A



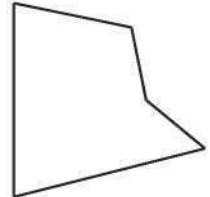
B



C



D



1. Which shape has the most sides? _____
2. Which shape has 3 fewer angles than shape C? _____
3. Which shape has 3 more sides than shape B? _____
4. Which of these shapes have the same number of sides and angles? _____
5. Which shapes have the same number of vertices? _____

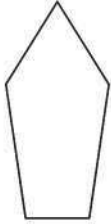
Name _____

Date _____

Count the number of sides and angles for each shape to identify each polygon.
The polygon names in the word bank may be used more than once.

| | | | |
|---------|---------------|----------|----------|
| Hexagon | Quadrilateral | Triangle | Pentagon |
|---------|---------------|----------|----------|

1.



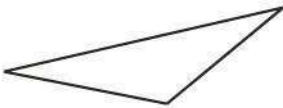
2.



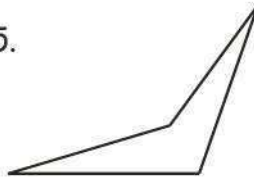
3.



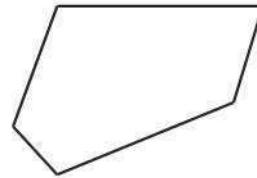
4.



5.



6.



Name _____

Date _____

Use a straightedge to draw the polygon with the given attributes in the space to the right.

Draw a five-sided polygon.

Number of angles: _____

Name of polygon: _____

Name _____

Date _____

Use crayons to trace the parallel sides on each quadrilateral. Use your index card to find each square angle, and box it.

1.



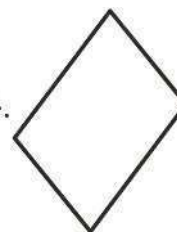
2.



3.



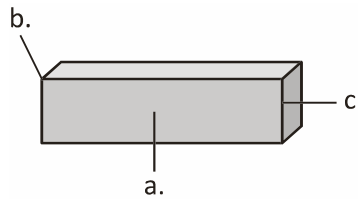
4.



Name _____

Date _____

1. Fill in the blanks to label the characteristics of the rectangular prism.



a. _____

b. _____

c. _____

2. Explain why a cylinder is not a prism.

Name _____

Date _____

Use your tangram pieces to make two new polygons. Draw a picture of each new polygon, and name them.

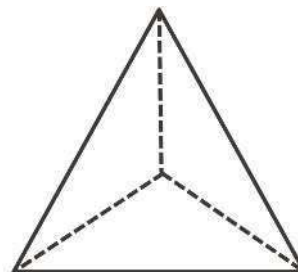
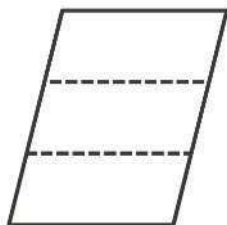
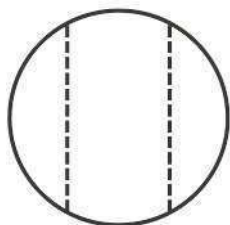
1.

2.

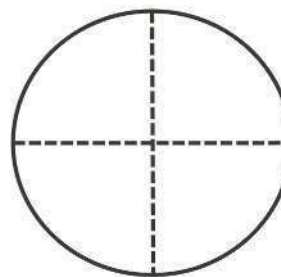
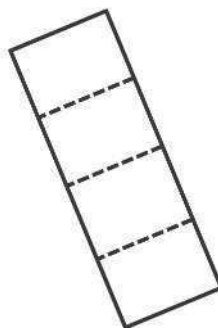
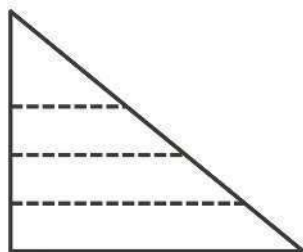
Name _____

Date _____

1. Circle the shapes that show thirds.



2. Circle the shapes that show fourths.



Name _____ Date _____

Name the pattern block used to cover half the rectangle. _____

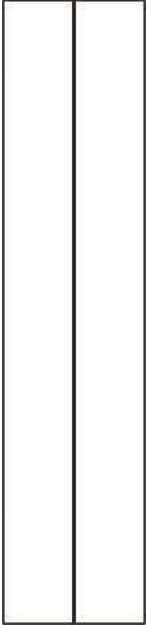
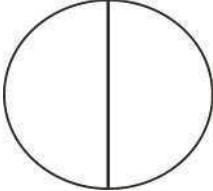
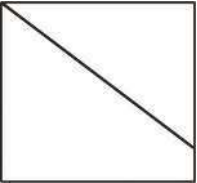
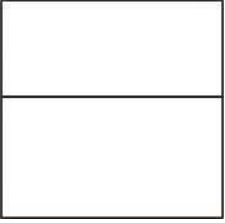
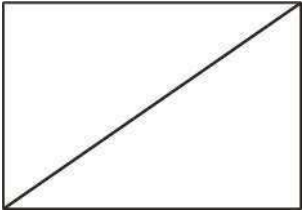
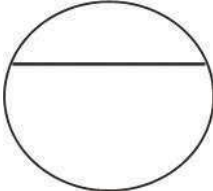
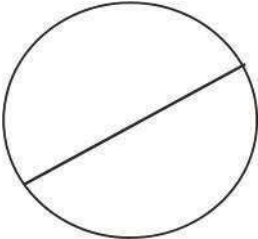
Use the shape below to draw the pattern blocks used to cover 2 halves.



Name _____

Date _____

Shade 1 half of the shapes that are split into 2 equal shares.

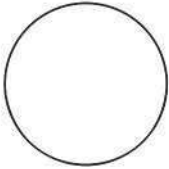
| | | | |
|--|--|---|--|
| a.  | b.  | c.  | d.  |
| | e.  | f.  | g.  |

Name _____

Date _____

Partition and shade the following shapes as indicated. Each rectangle or circle is one whole.

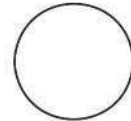
1. 2 halves



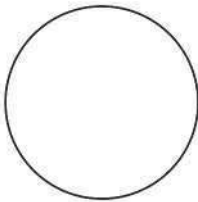
2. 1 eighth



3. 3 eighths



4. 1 half



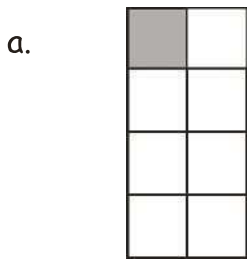
5. 2 fourths

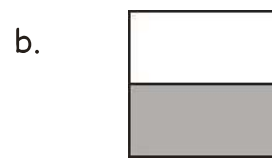


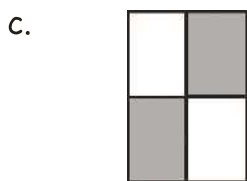
6. 1 fourth

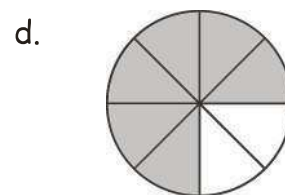


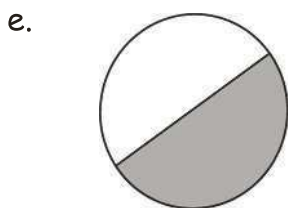
2. What fraction do you need to color so that 1 whole is shaded?

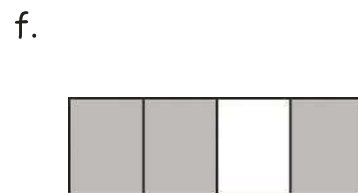












3. Complete the drawing to show 1 whole.

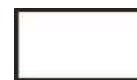
a. This is 1 half.
Draw 1 whole.



b. This is 1 eighth.
Draw 1 whole.



c. This is 1 fourth.
Draw 1 whole.



Name _____

Date _____

Draw the minute hand on the clock to show the correct time.



Half past 7



12:15

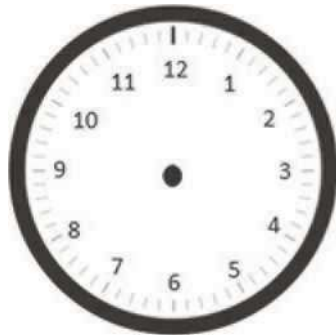


A quarter to 3

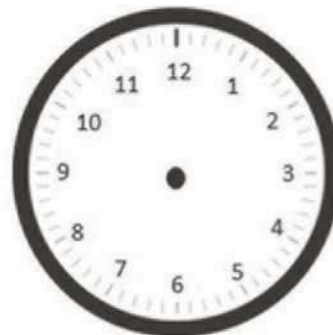
Name _____

Date _____

Draw the hour and minute hands on the clocks to match the correct time.



12:55



5:25

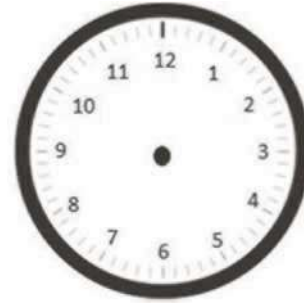
Name _____

Date _____

Draw the hands on the analog clock to match the time on the digital clock. Then, circle **a.m.** or **p.m.** based on the description given.

1. The sun is rising.

6:10 a.m. or p.m.



2. Walking the dog

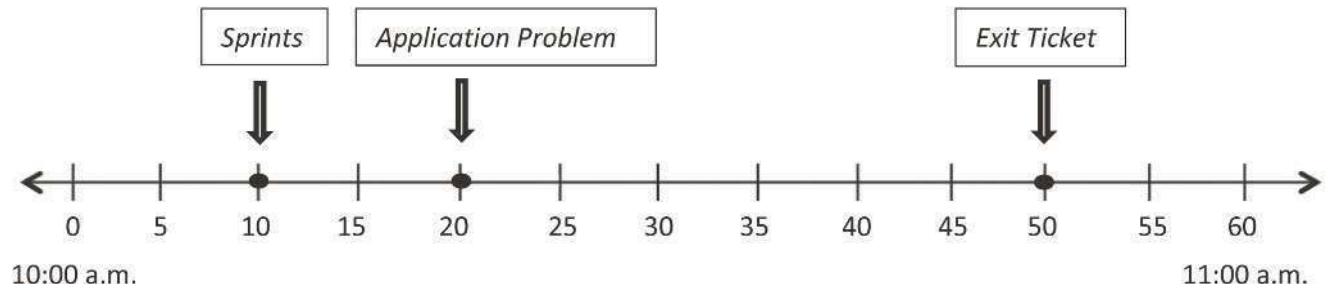
3:40 a.m. or p.m.



Name _____

Date _____

The number line below shows a math class that begins at 10:00 a.m. and ends at 11:00 a.m. Use the number line to answer the following questions.



- What time do Sprints begin?
- What time do students begin the Application Problem?
- What time do students work on the Exit Ticket?
- How long is math class?

Name _____

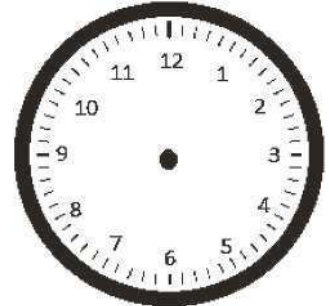
Date _____

The clock shows what time Jason gets to school in the morning.

Arrival at School

- a. What time does Jason get to school?

- b. The first bell rings at 8:23 a.m. Draw hands on the clock to show when the first bell rings.

First Bell Rings

- c. Label the first and last tick marks 8:00 a.m. and 9:00 a.m. Plot a point to show when Jason arrives at school. Label it A. Plot a point on the line when the first bell rings and label it B.

