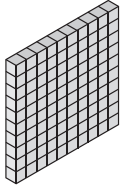
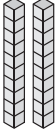



**Use Base Ten Blocks. Build each number.  
Write the number.**

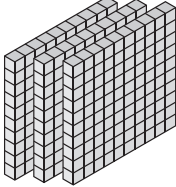
1.

Hundreds	Tens	Ones
		

\_\_\_\_\_ hundreds \_\_\_\_\_ tens

\_\_\_\_\_ ones

2.

Hundreds	Tens	Ones
		

\_\_\_\_\_ hundreds \_\_\_\_\_ tens

\_\_\_\_\_ ones

**Use Base Ten Blocks. Build each number. Draw the model. Write the number.**

3. 235

Hundreds	Tens	Ones

\_\_\_\_\_ hundreds \_\_\_\_\_ tens

\_\_\_\_\_ ones

4. 203

Hundreds	Tens	Ones

\_\_\_\_\_ hundreds \_\_\_\_\_ tens

\_\_\_\_\_ ones

**Write the number.**

5. 7 hundreds 8 tens 4 ones \_\_\_\_\_

Name \_\_\_\_\_

**Challenge!** The library had 850 books. They bought 100 more books. How many books does the library have now? Use Base Ten Blocks. Build the numbers. Draw the blocks. Write how many in all.

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**Use 2-cm Color Cubes and a Hundred Chart.**  
**Make the chart shown. Write the numbers of the skip-counting.**

1.

1	2	3	4		6	7	8	9	
11	12	13	14		16	17	18	19	
21	22	23	24		26	27	28	29	
31	32	33	34		36	37	38	39	

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Model skip-counting by 5. The starting number is given. Write numbers in the blanks.**

2. 25, \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

3. 5, \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

4. 50, \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

5. 20, \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

6. 75, \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Name \_\_\_\_\_

**Challenge!** When you skip-count by 5, what digits are in the ones place of the numbers you say? Draw a picture to help.

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**Use Two-Color Counters and Base Ten Blocks.**  
**Build the sets shown. Complete each sentence.**

1.  This set shows \_\_\_\_\_.

 This set shows \_\_\_\_\_.

 This set shows \_\_\_\_\_.

**Use Two-Color Counters and Base Ten Blocks.**  
**Draw a picture for each number.**

2. 9

Two-Color Counters:

Base Ten Blocks:

Tally Marks:

3. 10

Two-Color Counters:

Base Ten Blocks:

Tally Marks:

Name \_\_\_\_\_

**Challenge!** Besides using Two-Color Counters, Base Ten Blocks, and Tally Marks, what are other ways to show a number?

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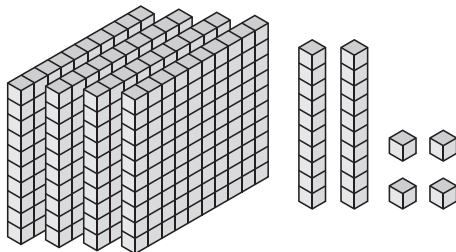
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**Use Base Ten Blocks. Build each number. Write the number in expanded form and standard form.**

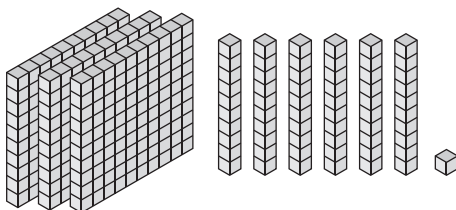
1.



\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

2.



\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

**Use Base Ten Blocks. Build the number. Draw the model. Write the number in standard form.**

3. two hundred fifty-seven

\_\_\_\_\_

**Write each number.**

4. 778 in expanded form \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

5. 581 in word form \_\_\_\_\_

Name \_\_\_\_\_

**Challenge!** Sarah saw *three hundred five* written on a paper. She wrote the number as 305. Her brother George said that since there is no zero in the number name, there should not be one in the number. Who is right, Sarah or George? Use words and drawings to explain.

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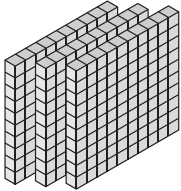
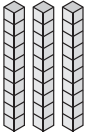

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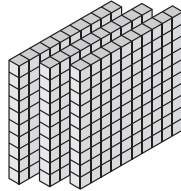






**Use Base Ten Blocks. Build each number. Compare the numbers. Write the numbers with  $<$  or  $>$  between them.**

1.

Hundreds	Tens	Ones
		

Hundreds	Tens	Ones
		

\_\_\_\_\_

**Build each number. Draw the models. Write the numbers with  $<$  or  $>$  between them.**

2. 235      330

Hundreds	Tens	Ones

Hundreds	Tens	Ones

\_\_\_\_\_

**Write  $<$  or  $>$  between the numbers.**

3. 636 \_\_\_\_\_ 663

4. 178 \_\_\_\_\_ 175

Name \_\_\_\_\_

**Challenge!** Rosa has 5 flats, 7 rods, and 4 units on her desk. Irene says her blocks show the same number, but Irene has 5 flats and 6 rods. How many units would Irene have to have to equal Rosa's blocks? Draw the models of Rosa's and Irene's blocks. Write a sentence to explain.

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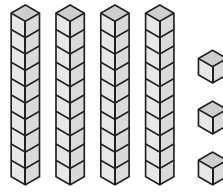
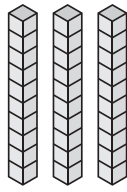
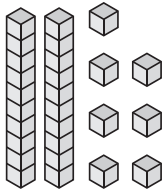
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**Use Base Ten Blocks. Build the numbers.  
Group the numbers. Add.**

1.  $27 + 30 + 43 =$  \_\_\_\_\_



**Use Base Ten Blocks. Build the numbers.  
Group the numbers. Draw the groups. Add.**

2.  $17 + 49 + 23 + 11 =$  \_\_\_\_\_

**Add.**

3.  $55 + 60 + 15 + 20 =$  \_\_\_\_\_

4.  $54 + 76 + 40 =$  \_\_\_\_\_

5.  $16 + 22 + 80 + 52 =$  \_\_\_\_\_

Name \_\_\_\_\_

**Challenge!** Alex and Anthony added the points the basketball team scored in four games. The team scored 48 points, 43 points, 52 points, and 37 points. Alex wants to add  $43 + 37$  and then  $48 + 52$ . Anthony wants to add  $48 + 43$  and then  $52 + 37$ . Which boy is adding the points in the easier way? Explain why, and then show the sum.

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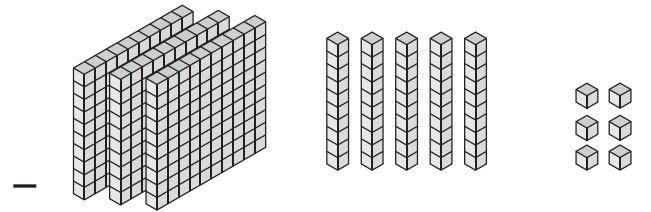
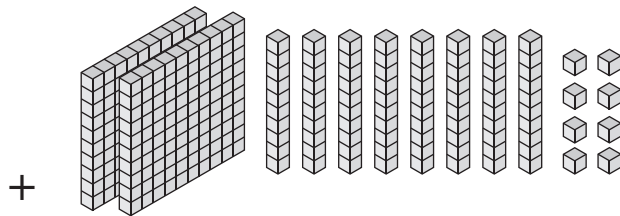
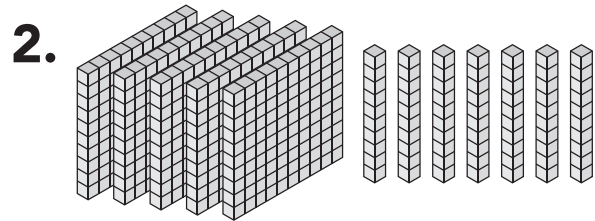
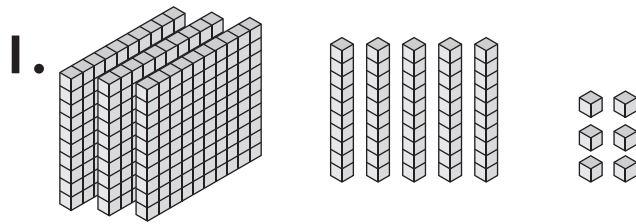
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**Use Base Ten Blocks. Build the numbers.  
Find the sum or difference.**



**Sum:** \_\_\_\_\_

**Difference:** \_\_\_\_\_

**Use Base Ten Blocks. Build each number and draw the blocks. Find the sum or difference.**

3. 
$$\begin{array}{r} 489 \\ + 246 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 638 \\ - 157 \\ \hline \end{array}$$

\_\_\_\_\_

\_\_\_\_\_

**Find each sum or difference.**

5.  $335 - 254 =$  \_\_\_\_\_

6.  $316 + 278 =$  \_\_\_\_\_

Name \_\_\_\_\_

**Challenge!** Leah built the number 568 with Base Ten Blocks. She gave some of these blocks to her friend. Then she had 350 blocks left. How many blocks did she give away? Use drawings or numbers to show your answer.

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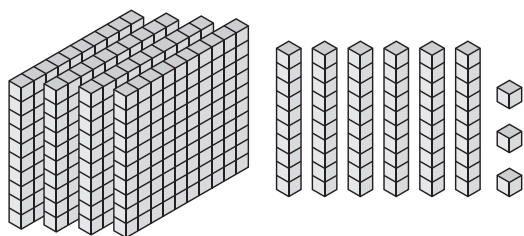
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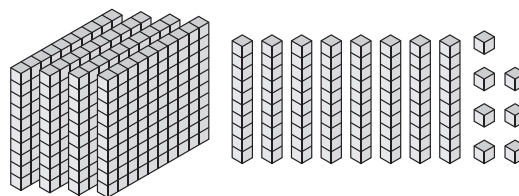
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**Look at the number. Then look at the blocks.**  
**Build the model. Decide if 10 or 100 were added.**  
**Write 10 or 100.**

1.  $453 + \underline{\hspace{2cm}}$



2.  $387 + \underline{\hspace{2cm}}$



**Look at the first number. Draw a model.**  
**Look at the sum. Decide if 10 or 100 need to**  
**be added. Write 10 or 100.**

3.  $264 + \underline{\hspace{2cm}} = 364$

4.  $528 + \underline{\hspace{2cm}} = 628$

**Look at each number. Add 10. Then add 100.**  
**Write both sums.**

5.  $489$        $489$

$+$  \_\_\_\_\_

$+$  \_\_\_\_\_

6.  $837$        $837$

$+$  \_\_\_\_\_

$+$  \_\_\_\_\_

7.  $648$        $648$

$+$  \_\_\_\_\_

$+$  \_\_\_\_\_

8.  $129$        $129$

$+$  \_\_\_\_\_

$+$  \_\_\_\_\_

Name \_\_\_\_\_

**Challenge!** When we add 10 to a number, we usually only need to increase the tens by one. Is there a time when adding 10, that you need to change the number in the hundreds place? Use drawings or words to show your answer.

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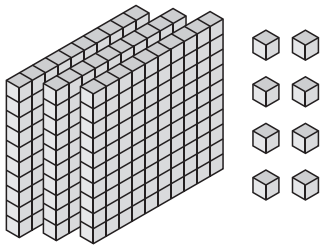
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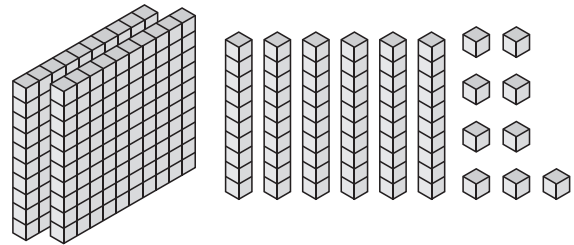


**Look at the number. Then look at the blocks. Build the model. Decide if 10 or 100 were subtracted. Write 10 or 100.**

1.  $408 - \underline{\hspace{2cm}}$



2.  $279 - \underline{\hspace{2cm}}$



**Look at the first number. Draw a model. Look at the difference. Decide if 10 or 100 need to be subtracted. Write 10 or 100.**

3.  $189 - \underline{\hspace{2cm}} = 179$

4.  $528 - \underline{\hspace{2cm}} = 428$

**Look at each number. Subtract 10. Then subtract 100. Write both differences.**

5.  $327$        $327$

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

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

6.  $999$        $999$

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

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

7.  $459$        $459$

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

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

8.  $221$        $221$

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

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

Name \_\_\_\_\_

**Challenge!** When we subtract 10 from a number, we usually only need to decrease the tens by one. Is there a time when subtracting 10, that you need to change the number in the hundreds place? Use drawings or words to show your answer.

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