

Name Answer Key

I

Find the missing numbers to complete the patterns.

a. 10 20 30 50 60

b. 20 40 60 100 120

c. 30 60 90 120 180

ANSWER: a. 40; b. 80; c. 150

COMMENTS & EXTENSIONS: The problems involve, respectively, counting by 10s, counting by 20s, and counting by 30s. If students have trouble with these, pose similar problems involving counting by 1s or by 2s.



Find the missing numbers to complete the patterns.

a. 50 60 80 90 100

b. 15 25 45 55 65

c. 10 30 50 90 110



Try This

Model the number with Base Ten Blocks. Draw the blocks on a Place-Value Chart. Complete the number of tens and hundreds.

$600 = 60$ tens or 6 hundreds

$200 = 20$ tens or 2 hundreds

$300 = 30$ tens or 3 hundreds

Model the number with Base Ten Blocks. Draw the blocks on a Place-Value Chart. Complete.

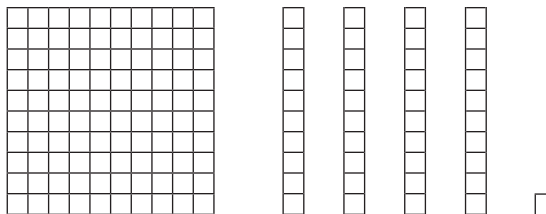
1. $437 = 4$ hundreds 3 tens 7 ones

$658 =$ 6 hundreds 5 tens 8 ones

$389 =$ 3 hundreds 8 tens 9 ones

$456 =$ 4 hundreds 5 tens 6 ones

2. Jasper has these blocks.



How many hundreds does Jasper have? 1

How many tens? 4

How many ones? 1

What number represents Jasper's blocks? 141

3. Lillian has Base Ten Blocks. She has 3 ones, 5 tens, and 2 hundreds. What number does Lillian's blocks represent?

253

Make a drawing to show her blocks.

Drawings will vary; should show 2 hundreds blocks, 5 tens rods, and 3 ones units.

4. Carly models 5 hundreds, 0 tens, and 1 ones. Write the number that matches the amount of blocks Carly has. Make a drawing to model the number.

501

blocks

Drawings will vary; should show 5 hundreds and 1 one.

5. Mrs. Smith counts by 1s from 300: 301, 302, 303, 304. What is the next number she counts?

305

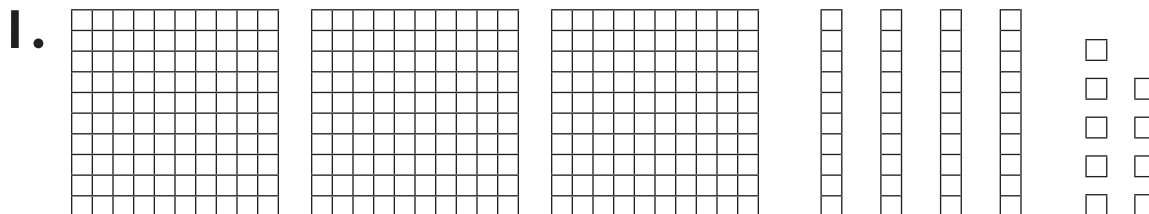
6. Wally is skip counting by 100s. The last number he counts is 600. What is the next number?

700

7. Matt wants to use Base Ten Blocks to represent 100. Draw different ways he can model 100.

Drawings will vary; can show 1 hundreds block, 10 tens rods, or 100 ones units, or a combination of blocks.

Use Base Ten Block to build the model. Write the number that matches.



349

Model the number with Base Ten Blocks. Draw the blocks on a Place-Value Chart. Complete.

2. $245 =$ 2 hundreds 4 tens 5 ones

$456 =$ 4 hundreds 5 tens 6 ones

Solve.

3. Wallis has 3 hundred blocks, 9 tens, and 4 ones.

Draw the Base Ten Blocks Wallis has on a Place-Value Chart.

Write the number he is showing. 394

Complete.

4. $800 = \underline{8}$ hundreds $\underline{0}$ tens $\underline{0}$ ones

$510 = \underline{5}$ hundreds $\underline{1}$ tens $\underline{0}$ ones

$101 = \underline{1}$ hundreds $\underline{0}$ tens $\underline{1}$ ones

5. Skip count by hundreds: 100, 200, 300. What is the next number in the count?

400

Name Answer Key

2

You are playing a game with a friend. You throw out 1 to 5 fingers. Your friend throws out 1 to 5 fingers at the same time. If the number of fingers matches, you win. If not, your friend wins.

Play 15 times, and see who wins more often.

ANSWER: Answers will vary, but the friend should win more often.

COMMENTS & EXTENSIONS: Is this a fair game? Both the empirical (actual records of play) and the theoretical evidence should suggest a big “No.” Here is a look at all the possible outcomes with the winners shown.



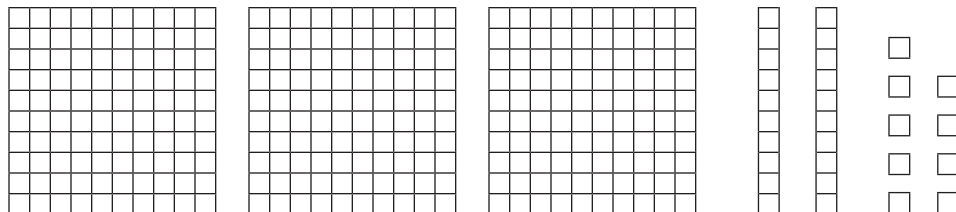
How can you change this game to make it fair?
Can you change it to make it only a little bit fairer?

		You Throw				
		1	2	3	4	5
Friend Throws	1	Y	F	F	F	F
	2	F	Y	F	F	F
	3	F	F	Y	F	F
	4	F	F	F	Y	F
	5	F	F	F	F	Y



Try This

Write the number shown using words.



three hundred twenty-nine

1. Build 2 hundreds, 6 tens, and 7 ones using base ten blocks. Draw the blocks on a Place-Value Chart. Write the number in expanded form.

$$\underline{200} + \underline{60} + \underline{7}$$

2. Make a drawing that represents the number four hundred fourteen. Write this number in standard form.

Answers will vary; look for 4 hundreds blocks, 1 tens rod, and 4 ones units.

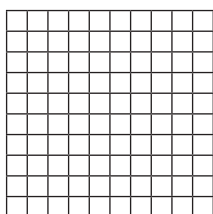
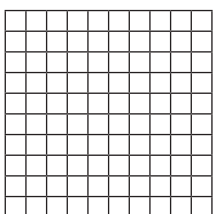
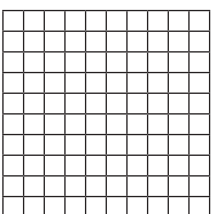
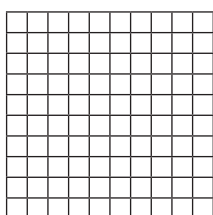
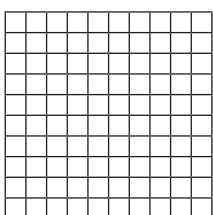
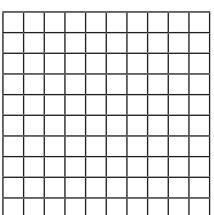
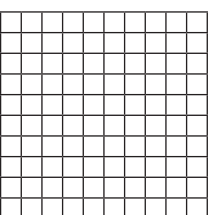
414

3. Use words to write 962. nine hundred sixty-two

Write 962 in expanded form. 900 + 60 + 2

Use the model to solve.

4.

				
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Write the standard form. 706

Write the number name. Seven hundred six

Write the expanded form. 700 + 6

5. There are six hundred forty-seven children in the school. Model how many kids are in the school by making a drawing.

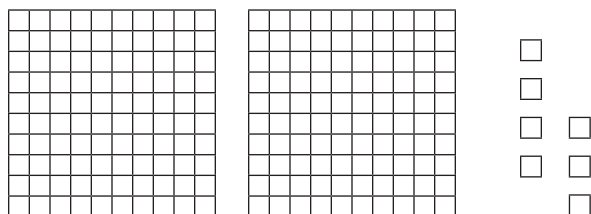
Answers will vary.

Write this amount in standard form. 647

6. Carmen is given the number name seven hundred fifty. She is asked to complete the Place-Value Chart to represent the number. Show how she should do this.

Hundreds	Tens	Ones
7	5	0

7. Jacob builds this model for the number two hundred eighty. Abby tells him that the model is not correct.



What was Jacob's error?

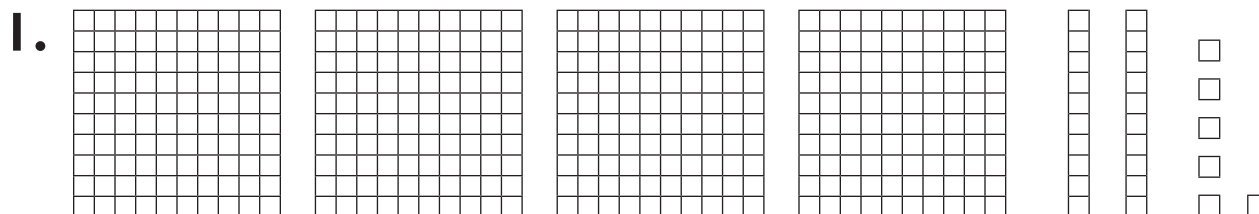
He didn't use 8 tens to show 80; he used 8 ones which show 8.

What number does Jacob's model show? 208

Make a drawing that models the number two hundred eighty.

Answers will vary; look for 2 hundreds, 8 tens.

Build the model shown and answer the questions.



What is the value of the hundreds in your model?

400

What is the value of the tens in your model?

20

What is the value of the ones in your model?

6

How can you write this number in expanded form?

400

+

20

+

6

2. Build a model that represents the number 253 with Base Ten Blocks. Draw the blocks on a Place-Value Chart. Write this number in expanded form on the line shown.

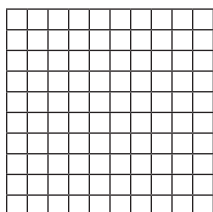
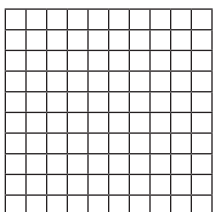
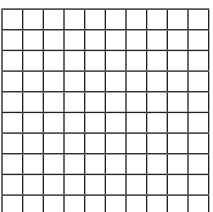
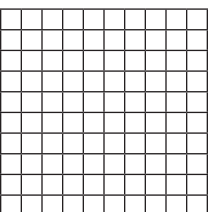
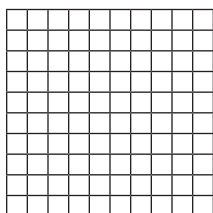
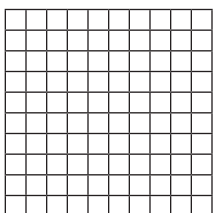
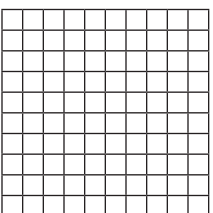
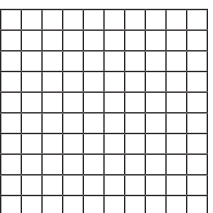
200 + 50 + 3

3. Make a drawing to represent the number five hundred twelve. Write this number in standard form on the line shown.

Check children's drawings. Look for five hundreds, one ten, two ones, or another combination of blocks that equals 512.

512

4.

				
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Write the standard form of the amount shown.

809

Write the number name of the amount shown.

eight hundred nine

Write the expanded form of the amount shown.

800 + 9

Name Answer Key

3

Write a few words that tell about the group.

a. 5 9 13 17 101

b. 8 12 44 36 400

c. 10 80 30 70 50

ANSWER: a. Sample: odd numbers; b. Sample: even numbers;
c. Sample: numbers of 10s

COMMENTS & EXTENSIONS: After students have found a name that fits each group, ask them to find five new items for each group.



Try This

Use Base Ten Blocks to make a model that represents each number. Then compare the numbers. Write $<$, $>$, or $=$.

$$256 \text{ } \underline{\text{<}} \text{ } 305$$

1. On Saturday, 129 people attend the fair. On Sunday, 125 people attend the fair. On which day did more people attend?

Make a drawing that represents each number. Compare the numbers and write $<$, $>$, or $=$. Then answer the question to solve the problem.

Answers will vary.

$$129 \text{ } \underline{\text{>}} \text{ } 125$$

Which day did more people attend the fair?

Saturday

2. Harry wants to know if there are fewer students in the 5th grade or in the 6th grade. There are 114 students in the fifth grade. There are 142 students in the sixth grade. Which grade has fewer students?

Make a drawing that represents each number.
Compare the numbers and write $<$, $>$, or $=$.
Then answer the question to solve the problem.

Answers will vary.

$$114 \text{ } < \text{ } 142$$

Which grade has fewer students? fifth grade

3. Jamie has a collection of 226 stamps. Olivia has a collection of 300 stamps. Who has a greater number of stamps?

Olivia

Compare the numbers and write $<$, $>$, or $=$.

$$226 \text{ } < \text{ } 300$$

4. The reading group wants to compare the number of pages in the books they choose. Write $<$, $>$, or $=$ to compare each pair of books.

$$201 \underline{<} 210$$

$$555 \underline{=} 555$$

$$398 \underline{>} 389$$

$$90 \underline{<} 100$$

5. Noah writes $<$, $>$, or $=$ as he compares numbers. Is Noah's work correct?

Fix any mistakes. Rewrite the numbers and the correct symbol.

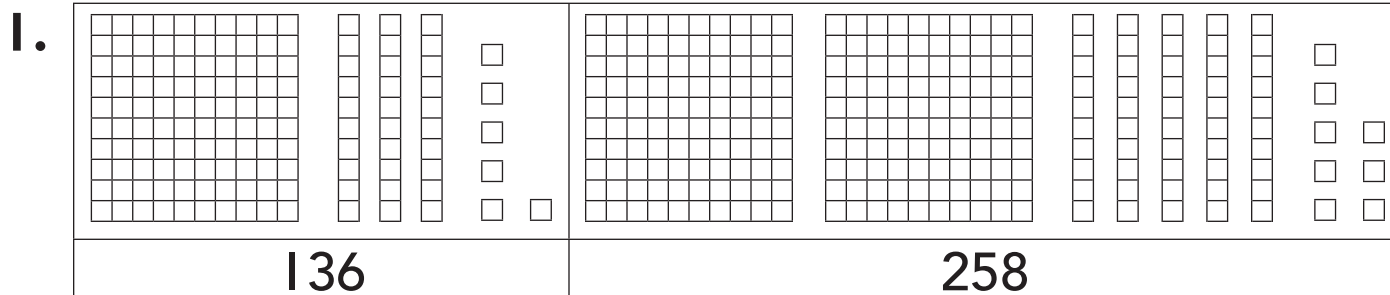
$$159 < 195$$

$$258 > 241$$

$$499 > 600 \quad 499 < 600$$

$$126 = 126$$

Use Base Ten Blocks to build the models shown.



Compare the numbers. Write the symbol $<$, $>$, or $=$.

136 < 258

Make a drawing that represents each number on a Place-Value Chart. Write $<$, $>$, or $=$ to compare the numbers.

2. 247 children enter a singing contest. 209 enter a dance contest. Do more children enter the singing contest or the dance contest?

247 children singing > 209 children dancing

Check children's drawings.

Compare the numbers.

3. Which grade sold more water bottles?

3rd grade	4th grade
678 bottles	669 bottles

Write $<$, $>$, or $=$. 678 $>$ 669

Make a drawing to show how you know.

Answers may vary.

4. Compare the numbers in each shell collection.

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

200 $>$ 199

118 $<$ 120

159 $=$ 159