

AchieveMath

# Student Book

Volume 1

Name:

Catapult Learning™

Unit 1:

# Base-10 to 1,000

# Catapult Learning™

©2021 Catapult Learning, LLC

Catapult Learning, LLC  
1-800-841-8730

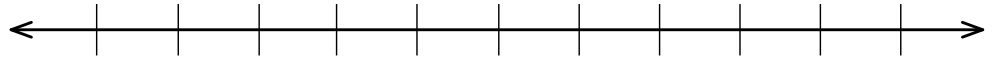
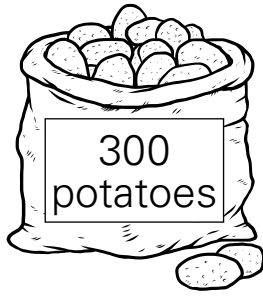
[www.catapultlearning.com](http://www.catapultlearning.com)

All rights reserved. No part of this publication, in whole or part, except those pages marked specifically with permission for reproduction may be reproduced in any form, or by any means, or stored in a database or retrieval system, without prior written permission from the publisher.

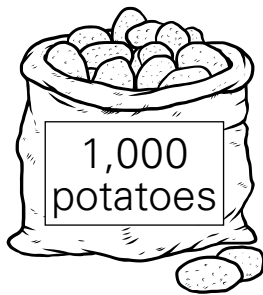
Printed in the United States of America.

# So Many Potatoes!

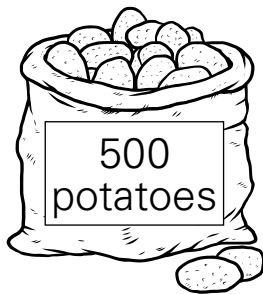
1.



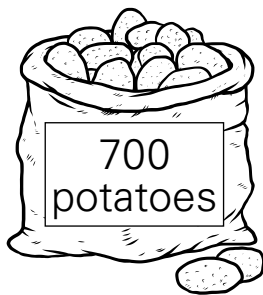
2.



3.



4.



**Directions:** Have students use a number line to count by hundreds to the number shown.

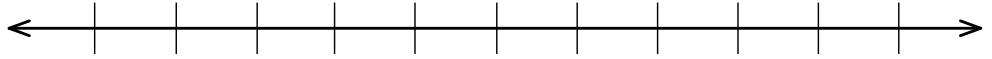
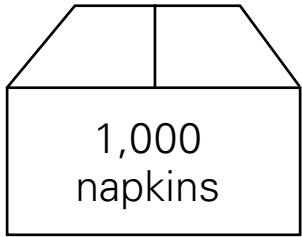
# Fruit

1. Frank has 900 plums.  $900 = \underline{9}$  hundreds  
He needs 1,000 plums.  $1,000 = \underline{10}$  hundreds  
Frank needs  $\underline{1}$  more hundred.
2. Mika has 700 apples.  $700 = \underline{\quad}$  hundreds  
She needs 1,000 apples.  $1,000 = \underline{\quad}$  hundreds  
Mika needs  $\underline{\quad}$  more hundreds.
3. Fred has 500 oranges.  $500 = \underline{\quad}$  hundreds  
He needs 1,000 oranges.  $1,000 = \underline{\quad}$  hundreds  
Fred needs  $\underline{\quad}$  more hundreds.
4. How many hundreds in the number?
- $600 = \underline{\quad}$  hundreds       $200 = \underline{\quad}$  hundreds
- $100 = \underline{\quad}$  hundred       $400 = \underline{\quad}$  hundreds
- $800 = \underline{\quad}$  hundreds       $300 = \underline{\quad}$  hundreds

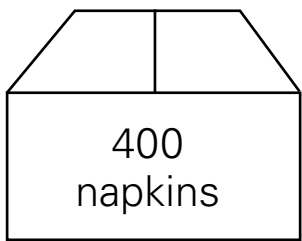
**Directions: 1–3)** Have students use base-10 blocks to determine the number of hundreds and how many more make 1,000. **4)** Have students write the number of hundreds in each number without the aid of base-10 blocks.

# Lesson 1 Exit Ticket

1.



2.



3. Joe has 400 peaches.  $400 =$  \_\_\_\_\_ hundreds

He needs 1,000 peaches.  $1,000 =$  \_\_\_\_\_ hundreds

Joe needs \_\_\_\_\_ more hundreds.

4. Christina has 200 bananas.  $200 =$  \_\_\_\_\_ hundreds

She needs 1,000 bananas.  $1,000 =$  \_\_\_\_\_ hundreds

Christina needs \_\_\_\_\_ more hundreds.

**Directions: 1–2)** Have students use a number line to count by hundreds to the number shown.

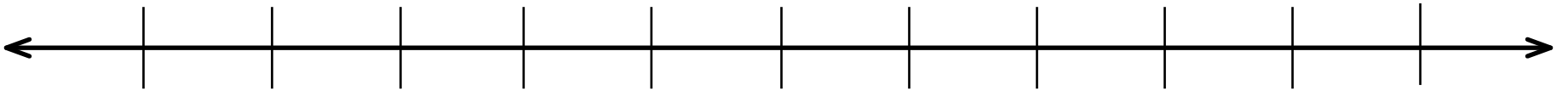
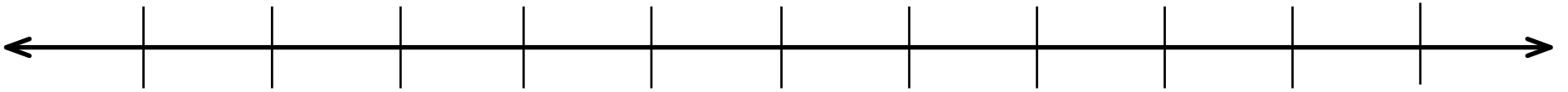
**3–4)** Have students use base-10 blocks to determine the number of hundreds and how many more make 1,000.

# Extra Practice: Make 1,000

I Picked	I Have	I Need
hundreds		hundreds
hundreds		hundreds
hundreds		hundreds
hundreds		hundreds
hundreds		hundreds
hundreds		hundreds
hundreds		hundreds
hundreds		hundreds
hundreds		hundreds
hundreds		hundreds
hundreds		hundreds
hundreds		hundreds

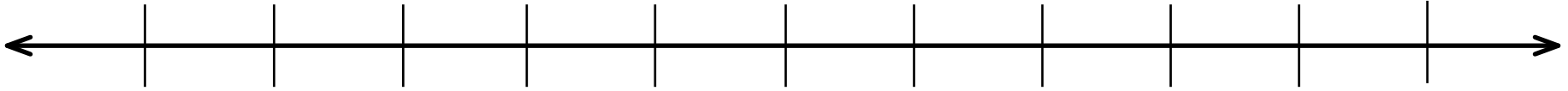
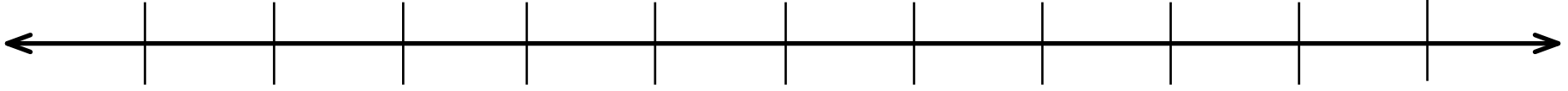
**Directions: I Picked:** Students select a digit card, model with base-10 blocks, and record the number of hundreds. **I Have:** Students record the value of the number of hundreds they have. **I Need:** Students record the number of hundreds needed to reach 1,000.

# Number Lines



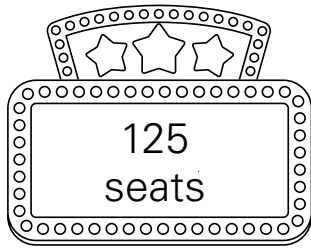


# Number Lines



# At the Movies

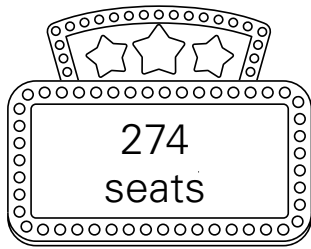
1.



Hundreds	Tens	Ones
1	2	5

\_\_\_\_\_ hundred + \_\_\_\_\_ tens + \_\_\_\_\_ ones

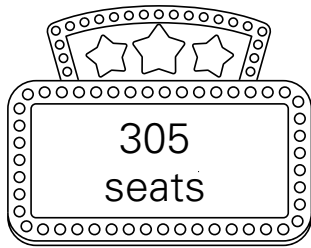
2.



Hundreds	Tens	Ones
2	7	4

\_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones

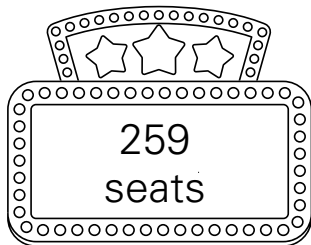
3.



Hundreds	Tens	Ones
3	0	5

\_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones

4.



Hundreds	Tens	Ones
2	5	9

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

**Directions:** Have students use base-10 blocks to model the problems. Then have them record the number of hundreds, tens, and ones using short form.

# Popcorn Sales

1.



Hundreds	Tens	Ones
3	4	1

3 hundreds + 4 tens + 1 ones  
300 + 40 + 1

2.



Hundreds	Tens	Ones
6	0	9

\_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones  
 \_\_\_\_\_ + \_\_\_\_\_

3.



Hundreds	Tens	Ones

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

4.



Hundreds	Tens	Ones

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

**Directions:** Have students use base-10 blocks to model the numbers. Then have them record the number in short form and expanded form.

# Lesson 2 Exit Ticket

1. 177

Hundreds	Tens	Ones

\_\_\_\_\_ hundred + \_\_\_\_\_ tens + \_\_\_\_\_ ones

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

2. 107

Hundreds	Tens	Ones

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

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

3. 170

Hundreds	Tens	Ones

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

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

4. 717

Hundreds	Tens	Ones

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

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

**Directions:** Have students use base-10 blocks to model the problems and record the hundreds, tens, and ones. Then have them record the number in short form and expanded form.

# Extra Practice: Airplanes

Airplane	Number of Seats
Quick Jet	115
Power Plane	245
Big Airbus	368
Safe Line	379

1. **Quick Jet**

<b>Short Form</b>	_____ hundred + _____ ten + _____ ones
<b>Expanded Form</b>	_____ + _____ + _____

2. **Power Plane**

<b>Short Form</b>	_____ hundreds + _____ tens + _____ ones
<b>Expanded Form</b>	_____ + _____ + _____

3. **Big Airbus**

<b>Short Form</b>	_____ + _____ + _____
<b>Expanded Form</b>	_____ + _____ + _____

4. **Safe Line**

<b>Short Form</b>	_____ + _____ + _____
<b>Expanded Form</b>	_____ + _____ + _____

**Directions:** Have students record the number of seats for each airplane in short and expanded form. Students may use base-10 blocks to help.

# Toy Museum

1. 442  
yo-yos



Hundreds	Tens	Ones

\_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones = 442

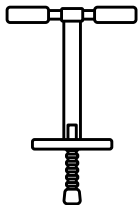
2. 634  
teddy bears



Hundreds	Tens	Ones

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = 634

3. 350  
pogo sticks



Hundreds	Tens	Ones

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = 350

**Directions:** Have students draw base-10 pictures to model the problems. Then have them record the number in short form.

# Car Collection

551 Race Cars	
Short Form	5 hundreds + 5 tens + 1 one = 551
Expanded Form	500 + 50 + 1 = 551

934 Trucks	
Short Form	_____ hundreds + _____ tens + _____ ones = 934
Expanded Form	_____ + _____ + _____ = 934

203 Vans	
Short Form	_____ + _____ + _____ = 203
Expanded Form	_____ + _____ + _____ = 203

162 Convertibles	
Short Form	_____ + _____ + _____ = 162
Expanded Form	_____ + _____ + _____ = 162

360 Cars	
Short Form	_____ + _____ + _____ = 360
Expanded Form	_____ + _____ + _____ = 360

**Directions:** Have students complete the short form and expanded form equations.

# Lesson 3 Exit Ticket

1. 696

Hundreds	Tens	Ones

\_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones = 696

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = 696

2. 803

Hundreds	Tens	Ones

\_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones = 803

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = 803

3. 327

Hundreds	Tens	Ones

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = 327

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = 327

**Directions:** Have students model each number with a base-10 drawing and then write the number in short and expanded form.



# Extra Practice: Toy Blocks

748	Hundreds	Tens	Ones
<b>Drawing</b>			
<b>Equation</b>			

429	Hundreds	Tens	Ones
<b>Drawing</b>			
<b>Equation</b>			

**Directions:** Have students draw base-10 pictures to model the numbers. Then have them record each number in short form or expanded form.

# Place Value Mat (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

# Place Value Mat (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

# Marble Guess

1.  |  \_\_\_\_\_

2.  ||  \_\_\_\_\_

3.   \_\_\_\_\_

4.  |||  \_\_\_\_\_

5.  |||||  \_\_\_\_\_

6.  ||||  \_\_\_\_\_

**Directions:** Have students use the base-10 drawings to record the number in standard form.

# Other Guesses

Guesser	Short Form	Expanded Form	Standard Form
Kristine	8 hundreds + 4 tens + 2 ones	800 + 40 + 2	842
Stephan	2 hundreds + 9 tens + 7 ones		
Camila		400 + 90 + 1	
Anthony			553
Maisie	1 hundred + 4 tens + 4 ones		

**Directions:** Have students complete the table showing the short, expanded, and standard forms of each number.

# Lesson 4 Exit Ticket

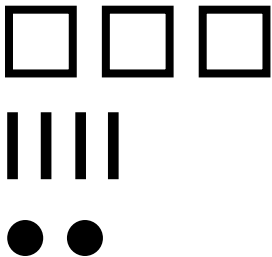
1.   \_\_\_\_\_

2.    \_\_\_\_\_

	Short Form	Expanded Form	Standard Form
3.		$200 + 30 + 2$	
4.			386

**Directions: 1–2)** Have students use the base-10 drawings to record the number in standard form. **3–4)** Have students complete the table showing the short, expanded, and standard forms of each number.

# Extra Practice: Number Forms

	Base-10 Drawing	Short Form	Expanded Form	Standard Form
1.		_____ hundreds + _____ tens + _____ ones		
2.		2 hundreds + 3 tens + 2 ones		
3.		_____ hundreds + _____ tens + _____ ones	100 + 60	

**Directions:** Have students complete the table with the missing drawing or number form for each number.

# Go Fish Forms

193

1 hundred +  
9 tens +  
3 ones

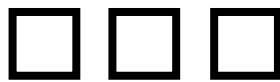
$100 + 90 + 3$



313

3 hundreds +  
1 ten +  
3 ones

$300 + 10 + 3$



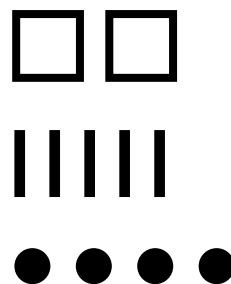
254



# Go Fish Forms

2 hundreds +  
5 tens +  
4 ones

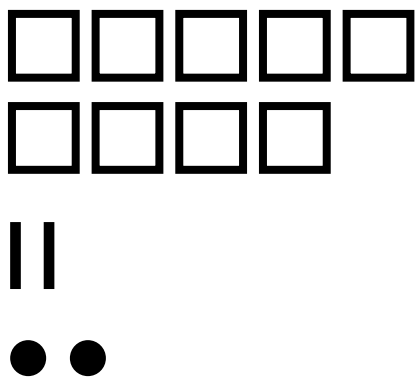
$$200 + 50 + 4$$



922

9 hundreds +  
2 tens +  
2 ones

$$900 + 20 + 2$$

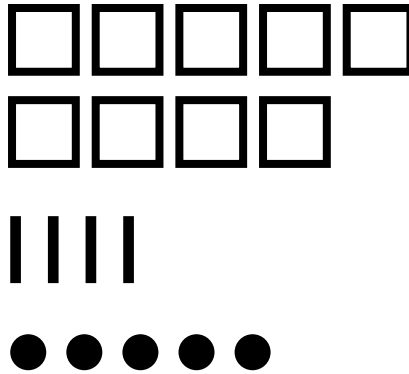


945

9 hundreds +  
4 tens +  
5 ones

# Go Fish Forms

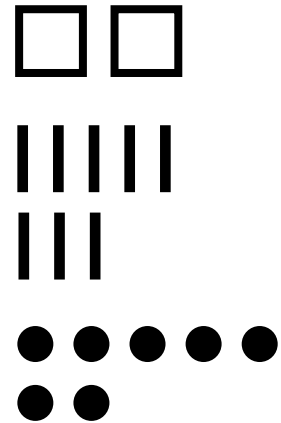
$900 + 40 + 5$



287

2 hundreds +  
8 tens +  
7 ones

$200 + 80 + 7$

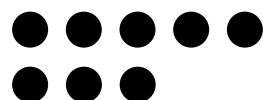
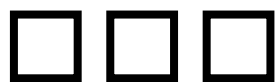


338

3 hundreds +  
3 tens +  
8 ones

$300 + 30 + 8$

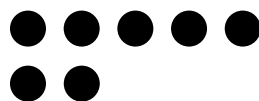
# Go Fish Forms



127

1 hundred +  
2 tens +  
7 ones

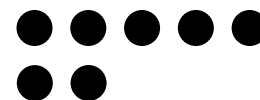
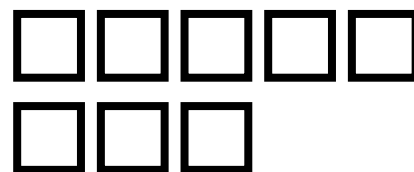
$100 + 20 + 7$



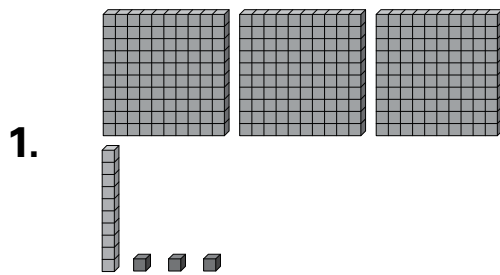
847

8 hundreds +  
4 tens +  
7 ones

$800 + 40 + 7$



# Riddles



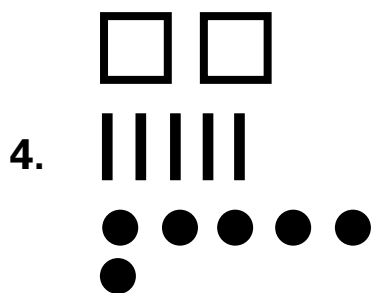
a. two hundred fifty-seven

2. 2 hundreds + 5 tens + 7 ones

b. three hundred thirteen

3.  $300 + 30$

c. two hundred fifty-six



d. three hundred three

5. 303

e. three hundred thirty

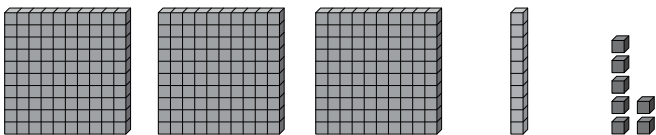
**Directions:** Have students use base-10 blocks or drawings to model the numbers. Then have them draw a line to match the number with the word form.

# Word Form Practice

1. 425

Word form: four hundred twenty-five

2.



Word form: \_\_\_\_\_

3. 1 hundred + 1 ten + 1 one

Word form: \_\_\_\_\_

4.



Word form: \_\_\_\_\_

5. 600 + 70 + 3

Word form: \_\_\_\_\_

6. 529

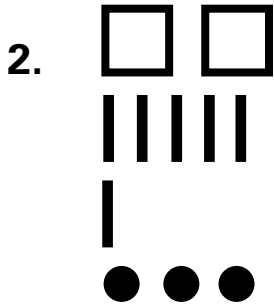
Word form: \_\_\_\_\_

**Directions:** Have students model each clue with base-10 blocks or drawings and then write the word form of each number.

# Lesson 5 Exit Ticket

1.  $200 + 30 + 5$

a. two hundred sixty-three



b. two hundred thirteen

3.  $2 \text{ hundreds} + 1 \text{ ten} + 3 \text{ ones}$

c. two hundred thirty-five

4.  $2 \text{ hundreds} + 6 \text{ tens} + 1 \text{ one}$

Word form: \_\_\_\_\_

5. 406

Word form: \_\_\_\_\_

6.  $700 + 10 + 8$

Word form: \_\_\_\_\_

**Directions: 1–3)** Have students draw a line to the word form of the number. **4–6)** Have students model each clue with base-10 blocks or drawings and then write the word form of each number.

# Extra Practice: Number Form Table

Word Form	Short Form	Expanded Form	Standard Form
one hundred fifty-seven	_____ hundreds + _____ tens + _____ ones		
	3 hundreds + 6 tens + 4 ones		
	_____ hundreds + _____ ten + _____ ones	200 + 10 + 9	
nine hundred four	_____ hundreds + _____ tens + _____ ones		

**Directions:** Have students complete the table by writing the missing forms of each number.

# Place Value Mat (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones



# Place Value Mat (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

# Construction Sets

## Which is greater?

1. 327

\_\_\_\_\_ is greater than \_\_\_\_\_.

299

2. 496

\_\_\_\_\_ is greater than \_\_\_\_\_.

534

## Which is less?

3. 239

\_\_\_\_\_ is less than \_\_\_\_\_.

248

4. 782

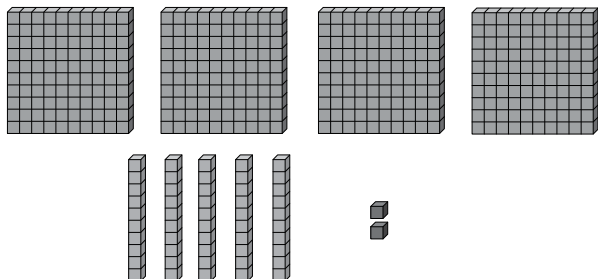
\_\_\_\_\_ is less than \_\_\_\_\_.

762

**Directions:** Have students model the numbers with base-10 blocks. **1–2)** Have students circle the greater number and complete the sentence. **3–4)** Have students circle the number that is less and complete the sentence.

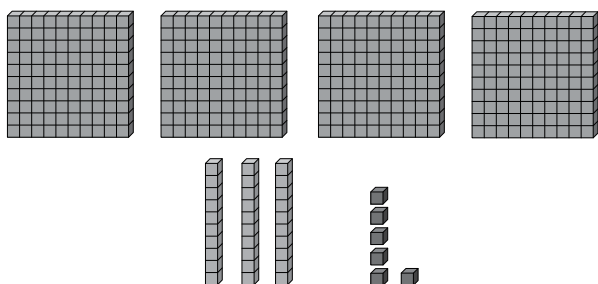
# Block Villages

1. 452



$$\underline{452} > \underline{436}$$

436



$$\underline{436} < \underline{452}$$

2.

327

\_\_\_\_\_ > \_\_\_\_\_

372

\_\_\_\_\_ < \_\_\_\_\_

3.

156

\_\_\_\_\_ > \_\_\_\_\_

159

\_\_\_\_\_ < \_\_\_\_\_

4.

207

\_\_\_\_\_ > \_\_\_\_\_

170

\_\_\_\_\_ < \_\_\_\_\_

**Directions:** Have students model the numbers with base-10 blocks. Then have them fill in the numbers to complete the inequalities.

# Lesson 6 Exit Ticket

**Which is greater?**

1. 514

\_\_\_\_\_ is greater than \_\_\_\_\_.

512

**Which is less?**

2. 842

\_\_\_\_\_ is less than \_\_\_\_\_.

837

3. 245

\_\_\_\_\_ > \_\_\_\_\_

251

\_\_\_\_\_ < \_\_\_\_\_

4. 330

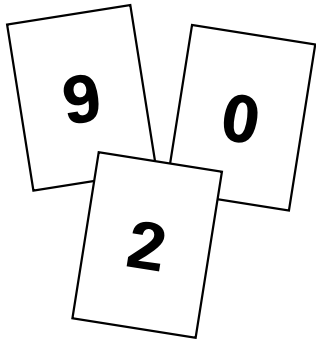
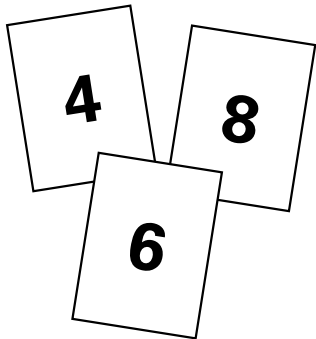
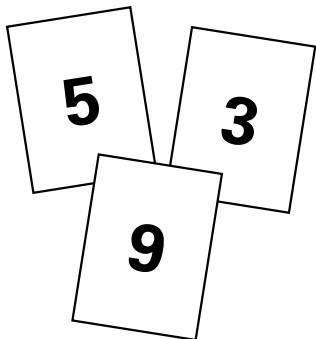
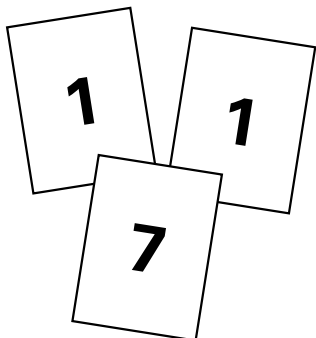
\_\_\_\_\_ > \_\_\_\_\_

400

\_\_\_\_\_ < \_\_\_\_\_

**Directions:** Have students model the numbers with base-10 blocks. **1)** Have students circle the greater number and complete the sentence. **2)** Have students circle the number that is less and complete the sentence. **3–4)** Have students fill in the numbers to complete the inequalities.

# Extra Practice: Number Jumble

Digits	My Numbers	Comparison
	<hr/> <hr/>	<hr/> > <hr/>
	<hr/> <hr/>	<hr/> < <hr/>
	<hr/> <hr/>	<hr/> < <hr/>
	<hr/> <hr/>	<hr/> > <hr/>

**Directions:** Have students create two different numbers using the three digits provided. Have students use base-10 blocks to compare the numbers and complete the inequalities.

# Contest for Earth

1. Which is greater?

Hundreds	Tens	Ones	
			435
			279

\_\_\_\_\_ is greater than \_\_\_\_\_.

2. Which is less?




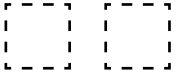

Hundreds	Tens	Ones	
			384
			394

\_\_\_\_\_ is less than \_\_\_\_\_.

**Directions:** Have students draw base-10 pictures to model the numbers. Then have them complete each inequality sentence.

# Milkweed

## 1st Grade

Hundreds	Tens	Ones	
			<b>246</b> Nye
			<b>207</b> Bell

$246 \bigcirc 207$

$207 \bigcirc 246$

## 2nd Grade

Hundreds	Tens	Ones	
			<b>556</b> Nye
			<b>457</b> Bell

$457 \bigcirc 556$

$556 \bigcirc 457$

## 3rd Grade

Hundreds	Tens	Ones	
			<b>783</b> Nye
			<b>387</b> Bell

$783 \bigcirc 387$

$387 \bigcirc 783$

**Directions:** Have students draw base-10 pictures to compare the numbers. Then have them complete the inequalities using the  $>$  and  $<$  symbols.

# Lesson 7 Exit Ticket

1. Which is greater?

Hundreds	Tens	Ones	
			230
			204

\_\_\_\_\_ is greater than \_\_\_\_\_.

2. Which is less?

Hundreds	Tens	Ones	
			415
			436

\_\_\_\_\_ is less than \_\_\_\_\_.

3. Which is greater? Which is less?

Hundreds	Tens	Ones	
			156
			243

243 ○ 156

156 ○ 243

**Directions:** Have students draw base-10 pictures to compare the numbers. Then have them complete the sentences with numbers or the inequalities with the  $>$  and  $<$  symbols.



# Extra Practice: Drawing Comparisons

Hundreds	Tens	Ones	

Hundreds	Tens	Ones	

Hundreds	Tens	Ones	

**Directions:** Have students roll a die to create two two-digit numbers and write them in the right column of the chart. Then have students represent each number with a base-10 drawing and circle the greater number out of each pair.

# Place Value Mat (Compare)

Hundreds	Tens	Ones	

Hundreds	Tens	Ones	

Hundreds	Tens	Ones	

# Place Value Mat (Compare)

Hundreds	Tens	Ones	

Hundreds	Tens	Ones	

Hundreds	Tens	Ones	

# Message in a Bottle

	Hundreds	Tens	Ones
Lana	1	3	5
Chadwick	1	4	5
135 ○ 145			

	Hundreds	Tens	Ones
Ariela	2	7	4
Jessica	2	4	7
274 ○ 247			

	Hundreds	Tens	Ones
Shay	6	0	2
John	4	9	8
602 ○ 498			

	Hundreds	Tens	Ones
Tyler	3	5	9
Margot	2	6	1
_____ < _____			

**Directions:** Have students shade the column in the place value chart they will use to compare the numbers. Then have students complete each inequality with < or > or the proper numbers and check their work with a number line.

# Miles Away

Which is less?

453

456

Hundreds	Tens	Ones
4	5	3
4	5	6
$453 < 456$		

Which is greater?

267

189

Hundreds	Tens	Ones
$>$		

Which is less?

415

417

Hundreds	Tens	Ones
$<$		

Which is greater?

362

655

Hundreds	Tens	Ones
$>$		

**Directions:** Have students complete the place value chart to compare the numbers. Have them circle the greater number or lesser number, then have students write the inequality that represents the comparison.

# Lesson 8 Exit Ticket

1. Which is greater?

	Hundreds	Tens	Ones
517			
499			
	>		



2. Which is less?

	Hundreds	Tens	Ones
320			
329			
	<		



3. Which is less?


	Hundreds	Tens	Ones
847			
857			
	<		

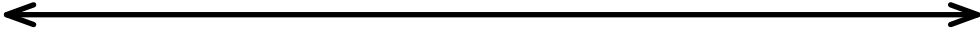



**Directions:** Have students complete the place value chart to compare the numbers. Then have students write the inequality that represents the comparison and check their work on the number line.

**1)** Have students circle the greater number. **2–3)** Have students circle the lesser number.

# Extra Practice: Crossing the State

1.	<b>Aurora</b>	237 miles
	<b>Greg</b>	149 miles
	<b>Compare</b>	_____ > _____      _____ < _____
	<b>Check</b>	

2.	<b>Charlotte</b>	317 miles
	<b>Henry</b>	355 miles
	<b>Compare</b>	_____ > _____      _____ < _____
	<b>Check</b>	

3.	<b>Scarlett</b>	296 miles
	<b>Wesley</b>	118 miles
	<b>Compare</b>	_____ > _____      _____ < _____
	<b>Check</b>	

**Directions:** Have students use place value to compare the two numbers. Then have them record the inequality and plot the two numbers on a number line.

# Place Value Charts (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones



# Open Number Lines



# Open Number Lines



# Open Number Lines

Catapult Learning™



©2021



Lesson 8

55

# Open Number Lines



# Plot and Compare Cards

**504**

**372**

**418**

**481**

**267**

**249**

**209**

**135**

**312**

**378**

**490**

**503**

**475**

**502**

**161**

# Plot and Compare Cards

**192**

**237**

**401**

**108**

**300**

**183**

**354**

**194**

**480**

**416**

**263**

**501**

**250**

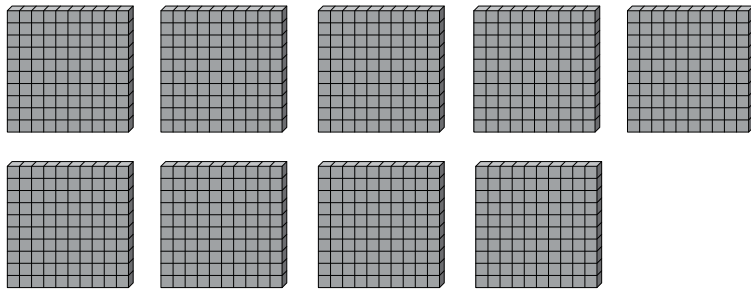
**305**

**369**

# Assessment

# Unit 1 Assessment

1.



\_\_\_\_\_ hundreds = \_\_\_\_\_

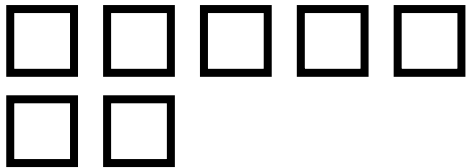

2.

Hundreds	Tens	Ones
5	2	6

**Short form:** \_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones

**Expanded form:** \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

3.

Hundreds	Tens	Ones
		

\_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones = \_\_\_\_\_



4.  $800 + 10 + 2 = \underline{\hspace{2cm}}$

**Word form:** \_\_\_\_\_

5.

	<b>Hundreds</b>	<b>Tens</b>	<b>Ones</b>
<b>358</b>			
<b>368</b>			

358 \_\_\_\_\_ 368

6.

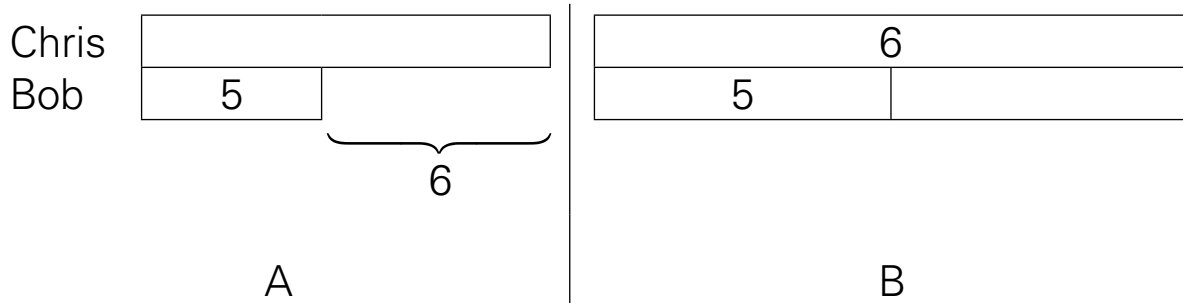
<b>Hundreds</b>	<b>Tens</b>	<b>Ones</b>
6	0	7
6	7	0

\_\_\_\_\_ > \_\_\_\_\_



# Unit 1 Cumulative Review

1. Bob has 5 hats. Chris has 6 more hats than Bob.



2. Compare 932 and 499.

Hundreds	Tens	Ones

---

3. Subtract.

$$45 - 20 = \underline{\quad}$$

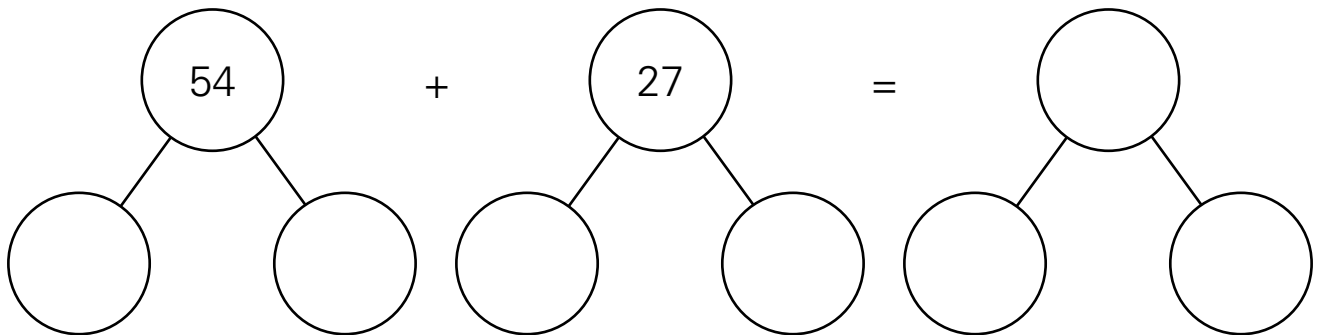
4.  $200 + 40 + 6$

--

5. Jen has 7 red apples. Kat has 5 green apples. How many apples do they have all together?

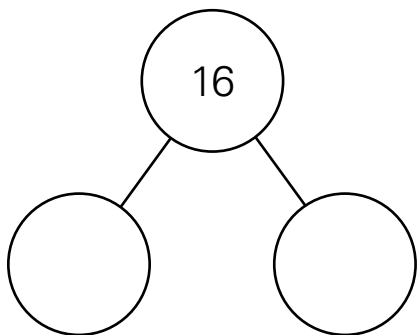

\_\_\_\_\_ apples

6. Add.



$54 + 27 =$  \_\_\_\_\_

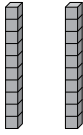

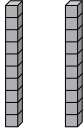

7. The gym has 16 flags. Of those, 9 are red. The rest are blue.  
How many are blue?



$$16 - \underline{\quad} = \underline{\quad}$$

8. Add.

$$23 + 24 = \underline{\quad}$$

Tens	Ones
	
	

- 9.** Gio has 8 eggs. Tom has 6 more eggs than Gio. How many eggs does Tom have?

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

Tom has        eggs.

- 10.** Add.

$$45 + 7 = \underline{\quad\quad}$$

Unit 2:

# Add with Regrouping

# Talent Show

1. Add.

<b>16</b>	<b>14</b>
16 has _____ ten and _____ ones.	14 has _____ ten and _____ ones.
I regroup 10 ones for _____ ten.	
There are _____ tens in all.	$16 + 14 =$ _____

2. Add.

<b>28</b>	<b>32</b>
28 has _____ tens and _____ ones.	32 has _____ tens and _____ ones.
I regroup 10 ones for _____ ten.	
There are _____ tens in all.	$28 + 32 =$ _____

3. Add.

<b>45</b>	<b>45</b>
45 has _____ tens and _____ ones.	45 has _____ tens and _____ ones.
I regroup 10 ones for _____ ten.	
There are _____ tens in all.	$45 + 45 =$ _____

**Directions:** Have students use base-10 blocks to model and add the numbers. Have students record the number of tens and ones and complete the equation.

# Talent Show Acts

1. The Tumbling Teens

$$23 + 17 = \underline{40}$$

When I regroup, I have 4 tens and 0 ones.

2. The Dancing Dolls

$$38 + 23 = \underline{\hspace{2cm}}$$

When I regroup, I have          tens and          one.

3. The Marvelous Melodies

$$26 + 26 = \underline{\hspace{2cm}}$$

When I regroup, I have          tens and          ones.

4. Shadow Dancers

$$19 + 16 = \underline{\hspace{2cm}}$$

When I regroup, I have          tens and          ones.

**Directions:** Have students use base-10 blocks to model each addend and find the sum. Have students complete the equation and write the number of tens and ones.



# Lesson 10 Exit Ticket

1. Add.

<b>45</b>	<b>25</b>
45 has _____ tens and _____ ones.	25 has _____ tens and _____ ones.
I regroup 10 ones for _____ ten.	
There are _____ tens in all.	$45 + 25 =$ _____

2. Add.

<b>34</b>	<b>26</b>
34 has _____ tens and _____ ones.	26 has _____ tens and _____ ones.
I regroup 10 ones for _____ ten.	
There are _____ tens in all.	$34 + 26 =$ _____

3.  $29 + 26 =$  \_\_\_\_\_

When I regroup, I have \_\_\_\_\_ tens and \_\_\_\_\_ ones.

4.  $18 + 23 =$  \_\_\_\_\_

When I regroup, I have \_\_\_\_\_ tens and \_\_\_\_\_ ones.

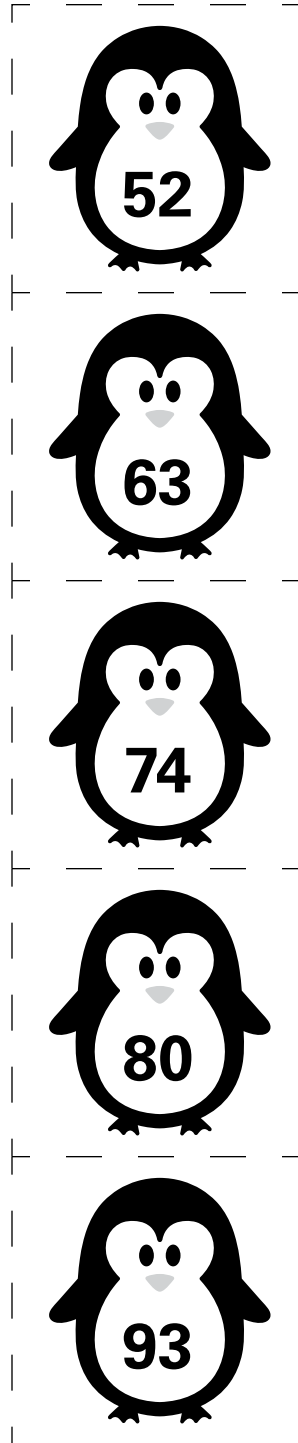
**Directions:** Have students use base-10 blocks to model each addend and find the sum. Then have students complete the equation and write the number of tens and ones.

# Extra Practice: Penguin Addition

1. $48 + 26 =$	
2. $52 + 28 =$	
3. $37 + 15 =$	
4. $36 + 27 =$	
5. $64 + 29 =$	

**Directions:** Have students cut out the penguins on page 75. Each penguin has a sum on its belly. Have students model each addend with base-10 blocks on a place value mat and combine the blocks to find the sum. Then have students find the penguin with the matching sum and glue it next to the equation.

# Penguin Numbers



# Classroom Library

1. Add.

	Tens	Ones
45		
27		

$45 + 27 = \underline{\hspace{2cm}}$

2. Add.

	Tens	Ones
66		
25		

$66 + 25 = \underline{\hspace{2cm}}$

3. Add.

	Tens	Ones
37		
56		

$37 + 56 = \underline{\hspace{2cm}}$

**Directions:** Have students represent each addend with base-10 drawings, show the regrouping, and complete the equations.

# Book Collections

1.  $29 + 27 = ?$

	Tens	Ones

$29 + 27 = \underline{5}$  tens  $\underline{6}$  ones, or  $\underline{56}$

2.  $52 + 29 = ?$

	Tens	Ones

$52 + 29 = \underline{\quad}$  tens  $\underline{\quad}$  one, or  $\underline{\quad}$

3.  $36 + 36 = ?$

	Tens	Ones

$36 + 36 = \underline{\quad}$  tens  $\underline{\quad}$  ones, or  $\underline{\quad}$

**Directions:** Have students model each addend with base-10 drawings and show the regrouping. Then students should write the number of tens and ones and the sum.

# Lesson 11 Exit Ticket

1. Add.

	Tens	Ones
43		
37		

$$43 + 37 = \underline{\hspace{2cm}}$$

2.  $28 + 28 = ?$

	Tens	Ones
28		
28		

$$28 = \underline{\hspace{1cm}} \text{ tens } \underline{\hspace{1cm}} \text{ ones}$$

$$28 = \underline{\hspace{1cm}} \text{ tens } \underline{\hspace{1cm}} \text{ ones}$$

$$28 + 28 = \underline{\hspace{1cm}} \text{ tens } \underline{\hspace{1cm}} \text{ ones, or } \underline{\hspace{2cm}}$$

3.  $65 + 18 = ?$

	Tens	Ones
65		
18		

$$65 = \underline{\hspace{1cm}} \text{ tens } \underline{\hspace{1cm}} \text{ ones}$$


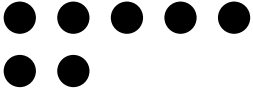

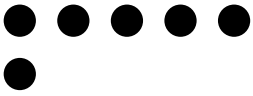
$$18 = \underline{\hspace{1cm}} \text{ tens } \underline{\hspace{1cm}} \text{ ones}$$

$$65 + 18 = \underline{\hspace{1cm}} \text{ tens } \underline{\hspace{1cm}} \text{ ones, or } \underline{\hspace{2cm}}$$

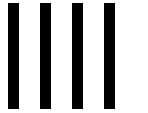
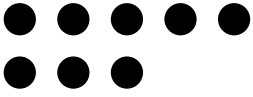

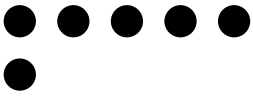
**Directions: Part 1)** Have students draw to represent each addend and show regrouping using base-10 drawings. **Parts 2–3)** Have students show the addition using base-10 drawings, then record the number of tens and ones and the sum.

# Extra Practice: Equation Match


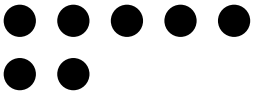

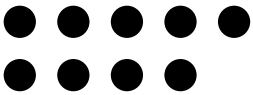
$48 + 26 = \underline{\hspace{2cm}}$

Tens	Ones
	
	

$47 + 29 = \underline{\hspace{2cm}}$

Tens	Ones
	
	

$57 + 36 = \underline{\hspace{2cm}}$

Tens	Ones
	
	

**Directions:** Have students show the regrouping needed to add the two addends shown on each place value mat. Then have students draw a line to match the equation to the base-10 drawing that represents it.

# Vacation Time!

1. 24 miles + 49 miles = ?

Start at 49 and add on the tens. 49, \_\_\_\_\_, \_\_\_\_\_

Add on the ones. 69, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

24 + 49 = \_\_\_\_\_



2. 56 miles + 35 miles = ?

Start at 56 and add on the tens. 56, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Add on the ones. 86, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

56 + 35 = \_\_\_\_\_

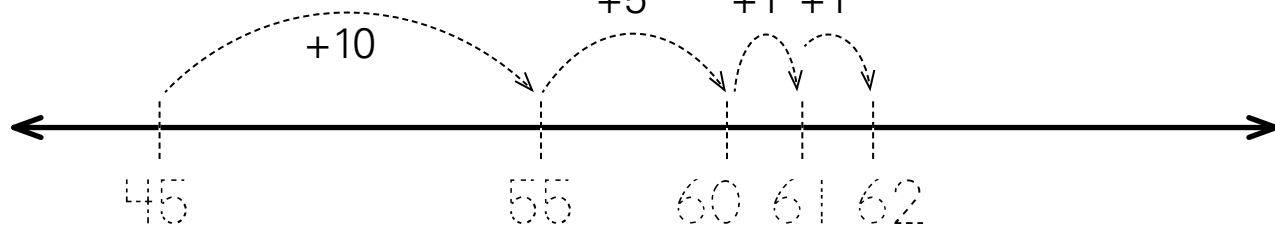


**Directions:** Have students begin with the greater number and add on the tens and ones of the lesser number. Have students fill in the blanks to record how they added on. Then have students represent the addition on the number line.



# Travel On

1.  $45 \text{ miles} + 17 \text{ miles} = ?$



$$45 + 17 = 62$$

2.  $26 \text{ miles} + 38 \text{ miles} = ?$



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

3.  $16 \text{ miles} + 58 \text{ miles} = ?$



$$16 + 58 = \underline{\hspace{2cm}}$$

4.  $55 \text{ miles} + 35 \text{ miles} = ?$



$$55 + 35 = \underline{\hspace{2cm}}$$

**Directions:** Have students break up the smaller addend into tens and ones and use the number line to add.

# Lesson 12 Exit Ticket

1.  $26 + 54 = ?$

Start at 54 and add on the tens. 54, \_\_\_\_\_, \_\_\_\_\_

Add on the ones. 74, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

$26 + 54 =$  \_\_\_\_\_

2.  $33 + 38 = ?$



$33 + 38 =$  \_\_\_\_\_

3.  $47 + 15 = ?$






$47 + 15 =$  \_\_\_\_\_




**Directions:** **1)** Have students add on the tens and ones of the smaller number. **2)** Have students add using the number line.

# Extra Practice: Movie Tickets




Add.

1.  +  = 



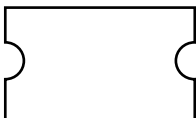


2.  +  = 



3.  +  = 



4.  +  = 



**Directions:** Have students use the number line to add, adding on the tens first, then the ones. Then have students complete the equation.

# Open Number Lines

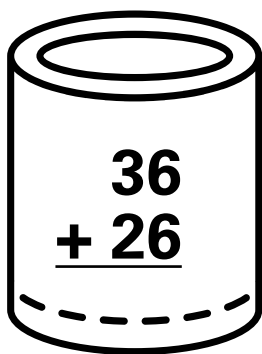


# Open Number Lines



# Food Drive

1.

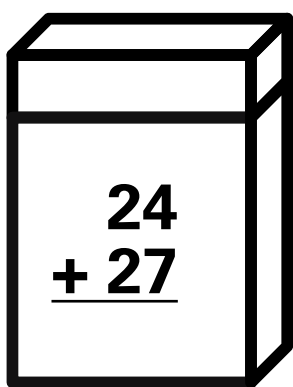


$$\begin{array}{r} 30 + 6 \\ + 20 + 6 \\ \hline \end{array}$$

+  =

+

2.

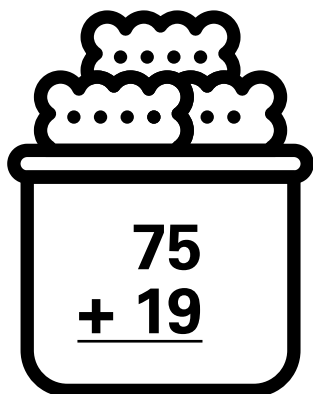


$$\begin{array}{r} \square + \square \\ + \square + \square \\ \hline \end{array}$$

+  =

+

3.



$$\begin{array}{r} \square + \square \\ + \square + \square \\ \hline \end{array}$$

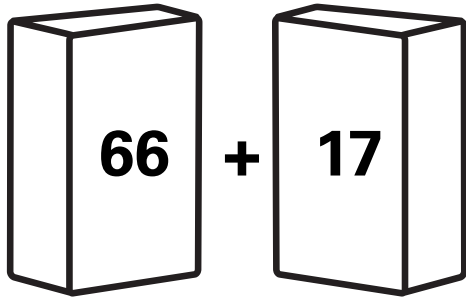
+  =

+

**Directions:** Have students add the numbers in expanded form to find the partial sums. Then, if there are more than 10 ones, have students break apart the number into 1 ten and extra ones to add the partial sums.

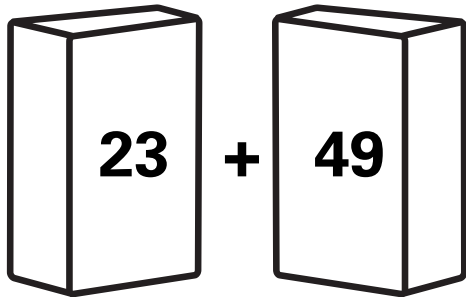
# Boxes of Food

1.



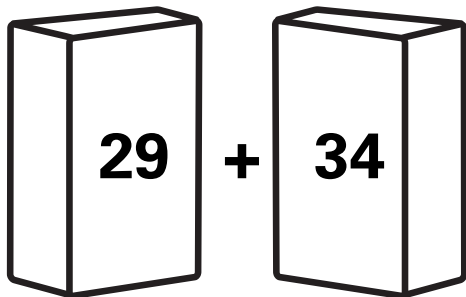
$$\begin{array}{r}
 \boxed{60} + \boxed{6} \\
 + \boxed{10} + \boxed{7} \\
 \hline
 \boxed{70} + \boxed{13} = \boxed{83} \\
 \wedge \\
 \boxed{10} + \boxed{3}
 \end{array}$$

2.



$$\begin{array}{r}
 \boxed{\phantom{00}} + \boxed{\phantom{00}} \\
 + \boxed{\phantom{00}} + \boxed{\phantom{00}} \\
 \hline
 \boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}} \\
 \wedge \\
 \boxed{\phantom{00}} + \boxed{\phantom{00}}
 \end{array}$$

3.



$$\begin{array}{r}
 \boxed{\phantom{00}} + \boxed{\phantom{00}} \\
 + \boxed{\phantom{00}} + \boxed{\phantom{00}} \\
 \hline
 \boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}} \\
 \wedge \\
 \boxed{\phantom{00}} + \boxed{\phantom{00}}
 \end{array}$$

**Directions:** Have students write the numbers in expanded form to find and add the partial sums. Have students check their answers using a number line.

# Lesson 13 Exit Ticket

1. 
$$\begin{array}{r} 33 \\ + 29 \\ \hline \end{array}$$

$$\begin{array}{r} \square + \square \\ + \square + \square \\ \hline \square + \square = \square \\ \quad \wedge \\ \square + \square \end{array}$$



2. 
$$\begin{array}{r} 36 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} \square + \square \\ + \square + \square \\ \hline \square + \square = \square \\ \quad \wedge \\ \square + \square \end{array}$$



**Directions:** Have students write the numbers in expanded form to find the partial sums. Then, if there are more than 10 ones, have students break apart the number into 1 ten and extra ones to add the partial sums. Have students check their answers using a number line.



# Extra Practice: Race Times

1.

Jamie	
First Race	39
Second Race	46

$$\begin{array}{r}
 \square + \square \\
 + \square + \square \\
 \hline
 \square + \square = \square \\
 \begin{array}{c} \diagup \quad \diagdown \\ \square + \square \end{array}
 \end{array}$$

2.

Mina	
First Race	37
Second Race	44

$$\begin{array}{r}
 \square + \square \\
 + \square + \square \\
 \hline
 \square + \square = \square \\
 \begin{array}{c} \diagup \quad \diagdown \\ \square + \square \end{array}
 \end{array}$$

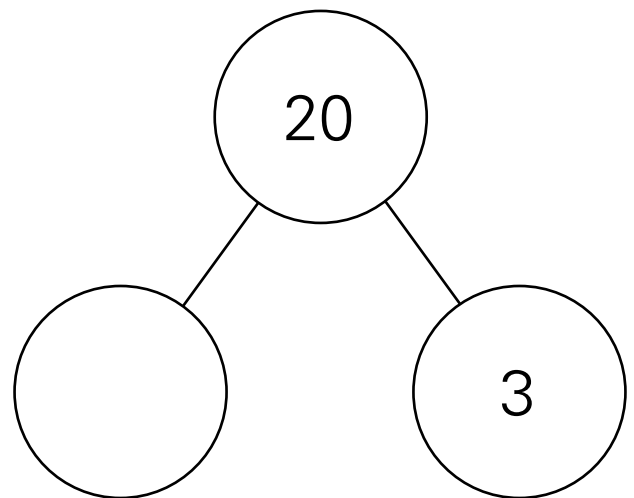
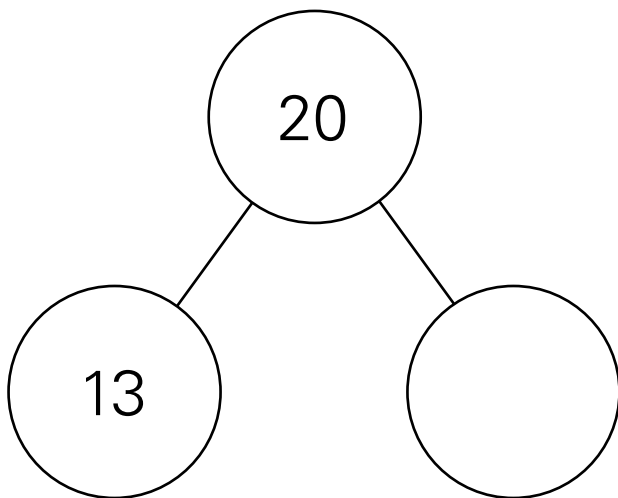
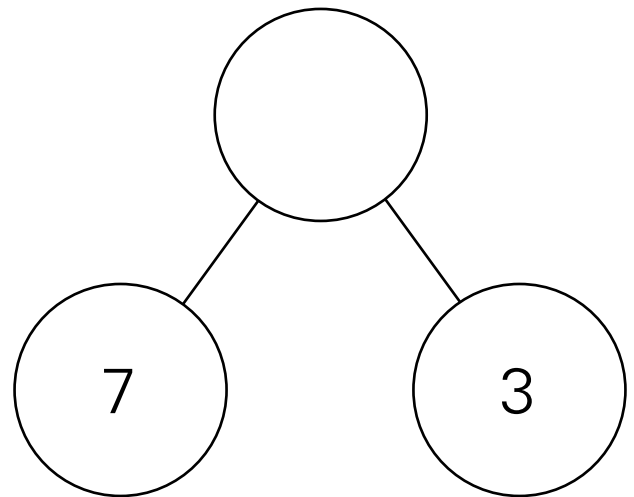
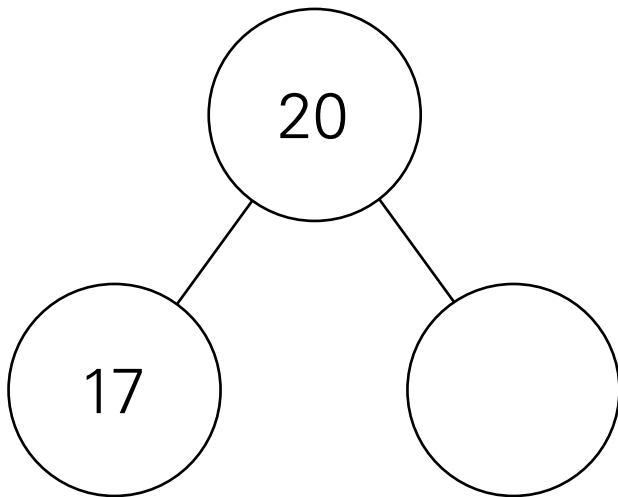
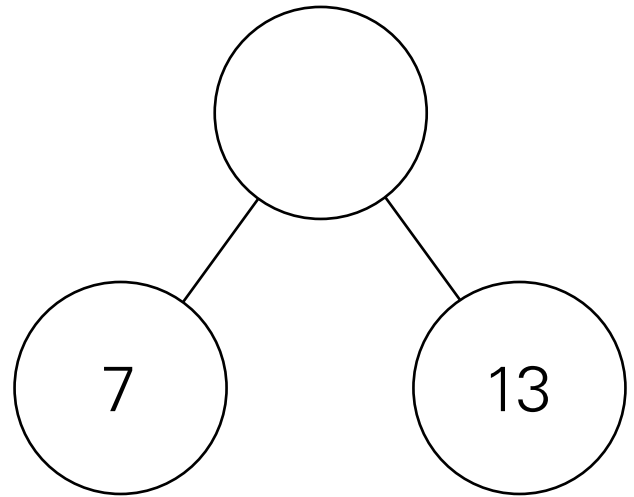
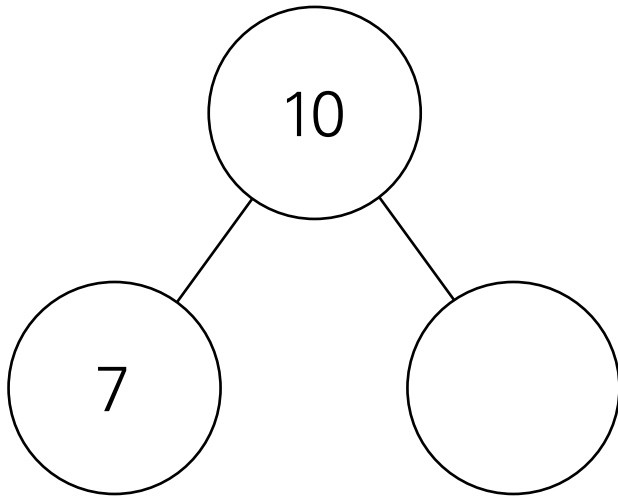
3.

Ross	
First Race	44
Second Race	46

$$\begin{array}{r}
 \square + \square \\
 + \square + \square \\
 \hline
 \square + \square = \square \\
 \begin{array}{c} \diagup \quad \diagdown \\ \square + \square \end{array}
 \end{array}$$

**Directions:** Have students write the numbers in expanded form to find the partial sums. Then have students break apart numbers 11–19 into 1 ten and some extra ones to add the partial sums. Have students check their answers using a number line.

# Number Bonds



# Open Number Lines



# Open Number Lines



# Open Number Lines



# Basketball Tournament

1.  $32 + 48 + 16 = \underline{\hspace{2cm}}$

2.  $27 + 15 + 23 = \underline{\hspace{2cm}}$

3.  $17 + 23 + 34 + 11 = ?$

a. Circle the numbers you will add first.

b. Add.

$$\begin{array}{r} \square \\ + \square \\ \hline \end{array} + \begin{array}{r} \square + \square \\ \square + \square \\ \hline \square + \square = \square \end{array}$$

c. Add the other 2 numbers.

$$\begin{array}{r} \square \\ + \square \\ \hline \end{array} + \begin{array}{r} \square + \square \\ \square + \square \\ \hline \square + \square = \square \end{array}$$

d. What are the 2 partial sums?  $\underline{\hspace{2cm}}$  and  $\underline{\hspace{2cm}}$

e. Add.  $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$$17 + 23 + 34 + 11 = \underline{\hspace{2cm}}$$

**Directions: 1–2)** Have students model the addends with base-10 blocks and add. **3)** Have students use the associative property and the partial sums algorithm to add. Students may use base-10 blocks to find the total sum.

# Tournament Team Scores

1. The Eagles:  $\boxed{28} + \boxed{11} + \boxed{22} + \boxed{35}$

Group 1		Group 2	
$\boxed{28}$	$\boxed{20} + \boxed{8}$	$\boxed{11}$	$\boxed{10} + \boxed{1}$
$+ \boxed{22}$	$\boxed{20} + \boxed{2}$	$+ \boxed{35}$	$\boxed{30} + \boxed{5}$
<hr/>		<hr/>	
	$\boxed{40} + \boxed{10} = \boxed{50}$		$\boxed{40} + \boxed{6} = \boxed{46}$

$\underline{50} + \underline{46} = \underline{96}$  The Eagles scored  $\underline{96}$  points in all.

2. The Bears:  $\boxed{17} + \boxed{14} + \boxed{25} + \boxed{33}$

Group 1		Group 2	
$\boxed{\phantom{00}}$	$\boxed{\phantom{00}} + \boxed{\phantom{00}}$	$\boxed{\phantom{00}}$	$\boxed{\phantom{00}} + \boxed{\phantom{00}}$
$+ \boxed{\phantom{00}}$	$\boxed{\phantom{00}} + \boxed{\phantom{00}}$	$+ \boxed{\phantom{00}}$	$\boxed{\phantom{00}} + \boxed{\phantom{00}}$
<hr/>		<hr/>	
	$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$		$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$

$\underline{\phantom{00}} + \underline{\phantom{00}} = \underline{\phantom{00}}$

The Bears scored  $\underline{\phantom{00}}$  points in all.

**Directions:** Students model the addends with base-10 blocks. Have students group two addends to make a ten, then add using the partial sums strategy. Students may use base-10 blocks to add the partial sums.

# Lesson 14 Exit Ticket

1.  $26 + 15 + 34 + 21$

Group 1		Group 2	
$\square$	$\square + \square$	$\square$	$\square + \square$
$+ \square$	$\square + \square$	$+ \square$	$\square + \square$
<hr/>		<hr/>	
	$\square + \square = \square$		$\square + \square = \square$

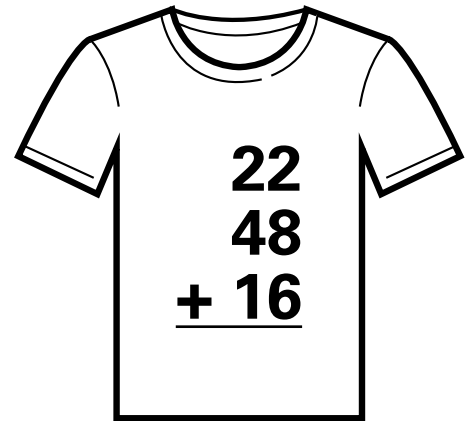
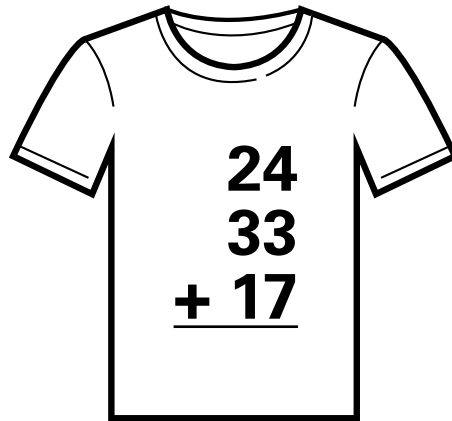
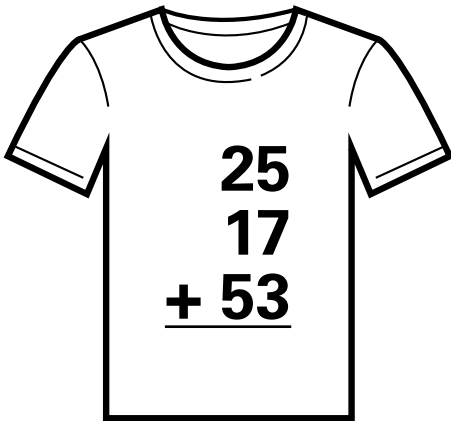
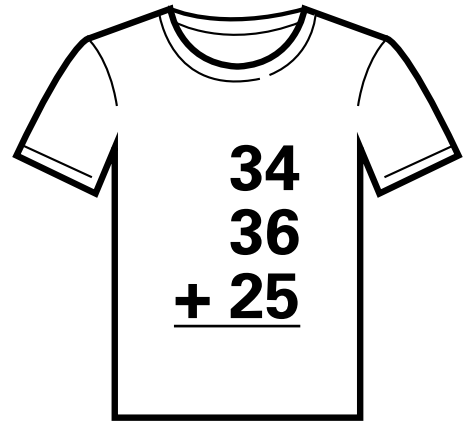
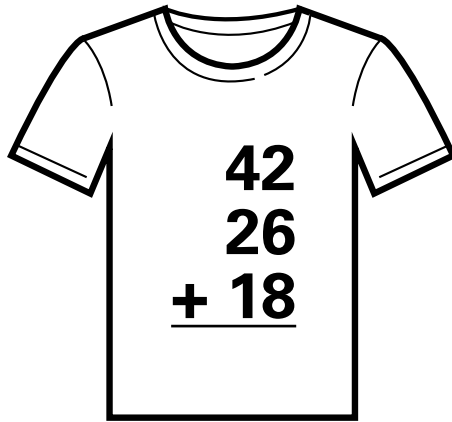
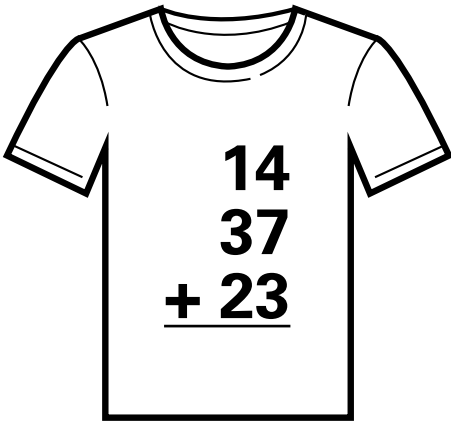
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

So,  $26 + 15 + 34 + 21 =$  \_\_\_\_\_

**Directions:** Students model the addends with base-10 blocks. Have students group two addends to make a ten, then add using the partial sums strategy. Students may use base-10 blocks to add the partial sums.



# Extra Practice: T-Shirt Sales



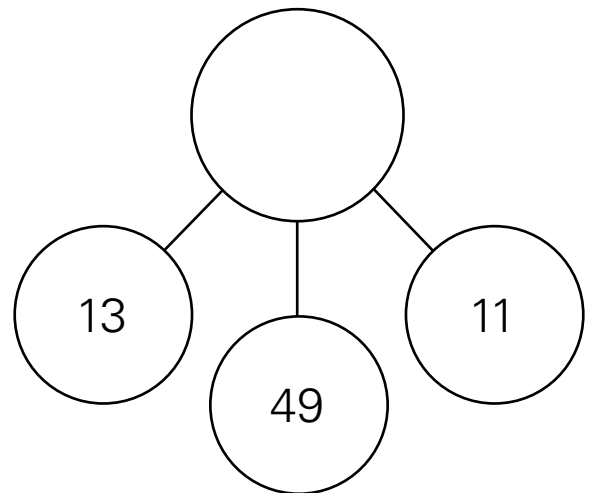
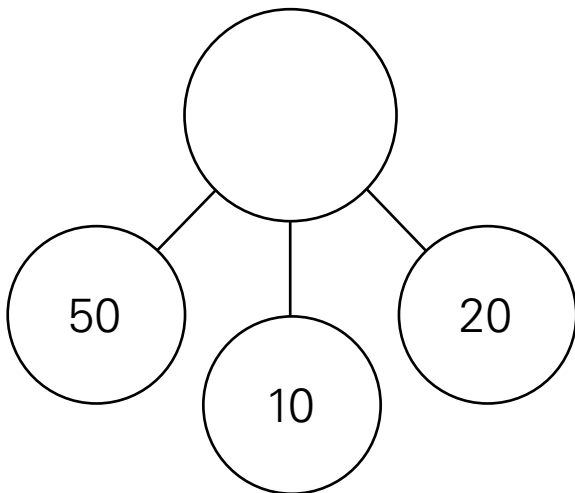
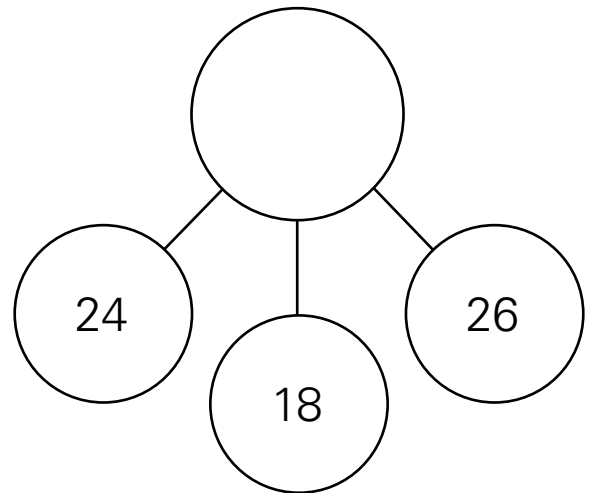
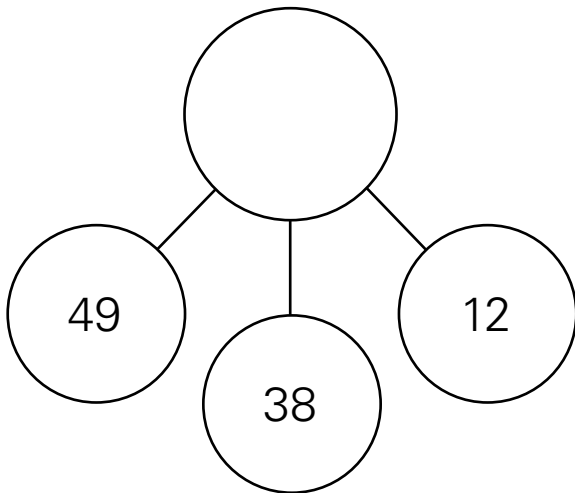
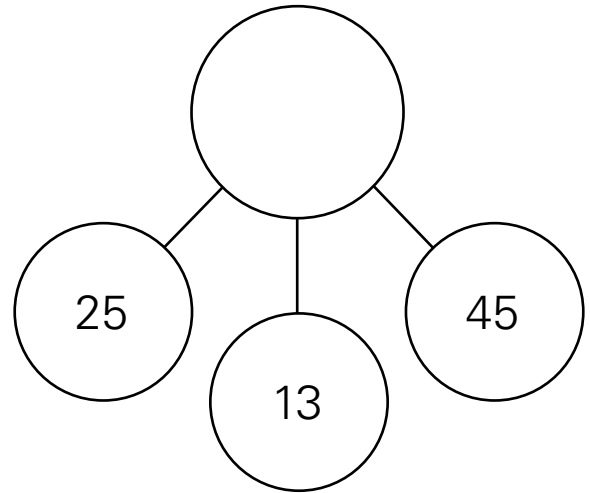
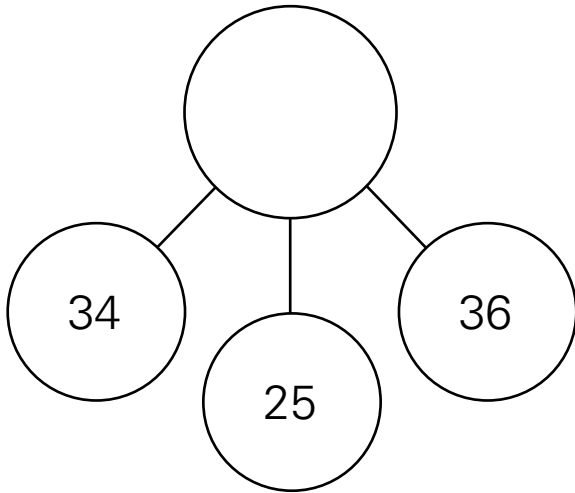
**95 = Green**

**86 = Blue**

**74 = Red**

**Directions:** Students model the addends with base-10 blocks. Have students use the partial sums strategy to solve the equation. Then have them color the shirts according to their sums.

# Number Bonds



# Assessment

# Unit 2 Assessment

1.  $42 + 39 = ?$

$42 + 39 = \underline{\hspace{2cm}}$

Tens	Ones

2.  $37 + 55 = ?$

$37 = \underline{\hspace{1cm}}$  tens  $\underline{\hspace{1cm}}$  ones



$37 + 55 = \underline{\hspace{2cm}}$

3.

$$\begin{array}{r} 26 \\ + 65 \\ \hline \end{array}$$

$$\begin{array}{r} \square + \square \\ + \square + \square \\ \hline \square + \square \\ \swarrow \quad \searrow \\ \square + \square = \square \end{array}$$



4.  $22 + 44 + 17 + 16 = \underline{\hspace{2cm}}$

Group 1		Group 2	
$\square$	$\square + \square$	$\square$	$\square + \square$
$+ \square$	$\square + \square$	$+ \square$	$\square + \square$
<hr/>	$\square + \square = \square$	<hr/>	$\square + \square = \square$

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

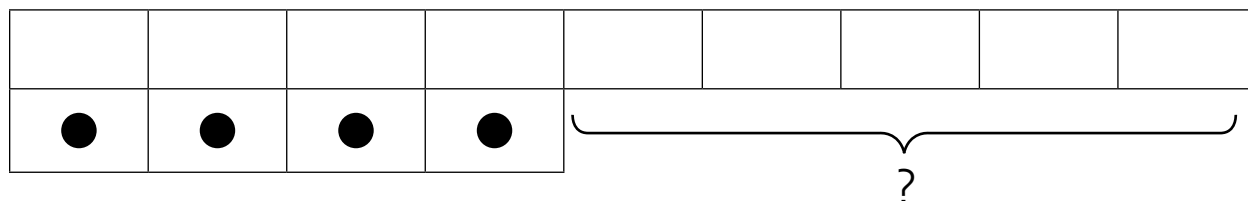


# Unit 2 Cumulative Assessment

1. 9 green apples.

4 red apples.

How many more green apples than red apples?



\_\_\_\_\_ more green apples

2. Add.

$$\begin{array}{r} 54 \\ + 23 \\ \hline \end{array}$$

Tens	Ones

3.

436	
451	

451 ○ 436

436 ○ 451

4. 8 birds in a tree.

5 more birds come.

How many birds now?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

There are \_\_\_\_\_ birds now.

5.  $56 + 8 =$  \_\_\_\_\_

Tens	Ones

	Hundreds	Tens	Ones
6.	□ □ □		● ● ● ●

\_\_\_\_\_

7. 12 fruits.  
 5 are apples. The rest are oranges.  
 How many of the fruits are oranges?

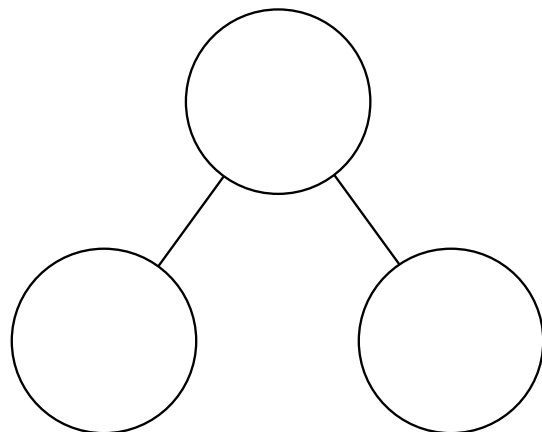
**all fruits**



**apples**

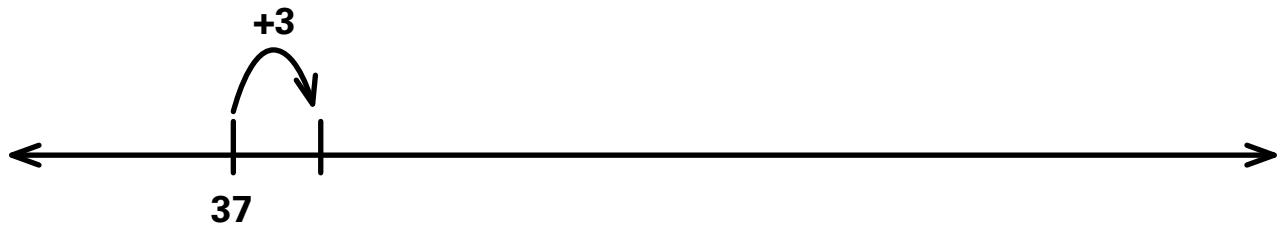
**oranges**

\_\_\_\_\_ fruits are oranges





8.  $37 + 23 = \underline{\hspace{2cm}}$



9.  $29 + 33 = ?$                        $29 = \underline{\hspace{1cm}}$  tens  $\underline{\hspace{1cm}}$  ones



$29 + 33 = \underline{\hspace{2cm}}$

10. Jen has 12 roses.

She has 4 more roses than Molly.

How many roses does Molly have?

Molly has  $\underline{\hspace{1cm}}$  roses.

Unit 3:

# Addition to 1,000

# Reading Challenge

1.

	Hundreds	Tens	Ones
	2	3	4
+	1	0	0

$234 + 100 = \underline{\hspace{2cm}}$

2.

	Hundreds	Tens	Ones
	3	1	6
+	1	0	0

$316 + 100 = \underline{\hspace{2cm}}$

3.

	Hundreds	Tens	Ones
	2	8	9
+		1	0

$289 + 10 = \underline{\hspace{2cm}}$

**Directions:** Have students model each number with base-10 blocks then combine them to find the sum. Then have students complete the equation and model the addition on a number line.

# Reading Power

1. 
$$\begin{array}{r} 536 \\ +100 \\ \hline 636 \end{array}$$

2. 
$$\begin{array}{r} 536 \\ + 10 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 305 \\ +100 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 305 \\ + 10 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 671 \\ +100 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 671 \\ + 10 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 854 \\ +100 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 854 \\ + 10 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 379 \\ +100 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 379 \\ + 10 \\ \hline \end{array}$$

**Directions:** Have students use mental math to add 100 or 10. Allow students to use base-10 blocks or numbers lines to support their work.

# Lesson 16 Exit Ticket

1. Use blocks to add.

	Hundreds	Tens	Ones
	7	6	2
+	1	0	0

$762 + 100 = \underline{\hspace{2cm}}$

2. Use a number line to add.

	Hundreds	Tens	Ones
	3	3	4
+		1	0

$334 + 10 = \underline{\hspace{2cm}}$



3. Use mental math to add.

$$\begin{array}{r} 502 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 647 \\ + 100 \\ \hline \end{array}$$

**Directions:** **1)** Have students model the number with base-10 blocks on a place value mat then combine them to find the sum. **2)** Have students model the addition on the number line. **3)** Have students use mental math to add.

# Extra Practice: Mental Math Challenge

1.  $717 + \underline{\quad\quad\quad} = 817$       10      100

2.  $654 + \underline{\quad\quad\quad} = 664$       10      100

3.  $508 + \underline{\quad\quad\quad} = 518$       10      100

4.  $923 + \underline{\quad\quad\quad} = 933$       10      100

5.  $577 + \underline{\quad\quad\quad} = 677$       10      100

6.  $580 + \underline{\quad\quad\quad} = 590$       10      100

7.  $203 + \underline{\quad\quad\quad} = 303$       10      100

8.  $809 + \underline{\quad\quad\quad} = 819$       10      100

9.  $135 + \underline{\quad\quad\quad} = 235$       10      100

10.  $676 + \underline{\quad\quad\quad} = 686$       10      100

**Directions:** Have students use mental math to solve. Students circle the number being added in each equation.

# Open Number Lines



# Open Number Lines





# Open Number Lines



# Open Number Lines



# Sunny Days

1.

Hundreds	Tens	Ones
1	2	5
2	3	1

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

2.

Hundreds	Tens	Ones
2	3	4
1	5	4

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

3.

Hundreds	Tens	Ones

$$304 + 260 = \underline{\quad\quad}$$

4.

Hundreds	Tens	Ones

$$424 + 375 = \underline{\quad\quad}$$

**Directions:** Have students model each addend with base-10 blocks. **1–2)** Have students add using the blocks, write the totals in the chart, and write the equations. **3–4)** Have students add using the blocks, fill the numbers in the chart, and complete the equations.

# Cloudy Days

1.            2 hundreds + 1 tens + 3 ones  
+            1 hundreds + 2 tens + 5 ones

---

hundreds +  tens +  ones  
 $213 + 125 = 338$

2.            3 hundreds + 0 tens + 8 ones  
+            2 hundreds + 3 tens + 0 ones

---

hundreds +  tens +  ones  
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3.            1 hundreds + 2 tens + 6 ones  
+            2 hundreds + 2 tens + 3 ones

---

hundreds +  tens +  ones  
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4.            1 hundreds + 5 tens + 2 ones  
+            3 hundreds + 0 tens + 6 ones

---

hundreds +  tens +  ones  
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**Directions:** Have students model each addend with base-10 blocks, add the ones, tens, and hundreds to find the sum of each place value, and write the addition equation in standard form.

# Lesson 17 Exit Ticket

1.

Hundreds	Tens	Ones
4	5	6
2	3	0

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

2.

$$\begin{array}{r} 4 \text{ hundreds} + 0 \text{ tens} + 2 \text{ ones} \\ + 5 \text{ hundreds} + 7 \text{ tens} + 3 \text{ ones} \\ \hline \square \text{ hundreds} + \square \text{ tens} + \square \text{ ones} \end{array}$$

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

3.

$$\begin{array}{r} 1 \text{ hundreds} + 1 \text{ tens} + 1 \text{ ones} \\ + 6 \text{ hundreds} + 2 \text{ tens} + 4 \text{ ones} \\ \hline \square \text{ hundreds} + \square \text{ tens} + \square \text{ ones} \end{array}$$

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

**Directions:** Have students model each number with base-10 blocks on a place value mat, count the ones, tens, and hundreds to find the sum, and write the addition equation.

# Extra Practice: Concert Tickets

Saturday	Sunday
224	105
131	242
307	412
166	421
524	342

## Total Tickets Sold

$131 + 242 = \underline{\hspace{2cm}}$

$524 + 342 = \underline{\hspace{2cm}}$

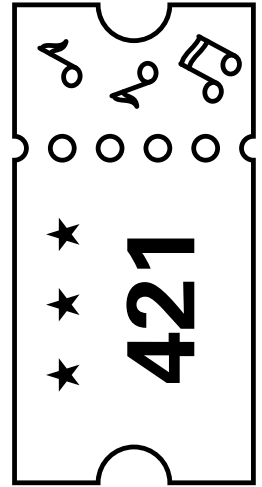
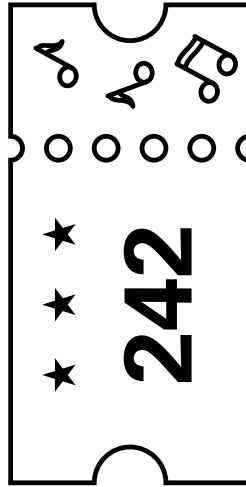
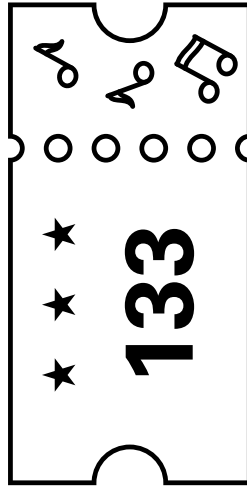
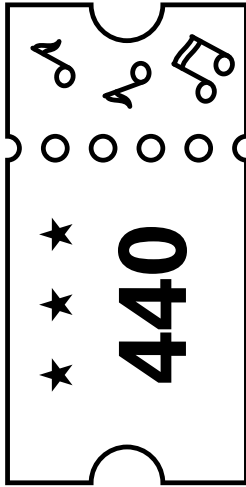
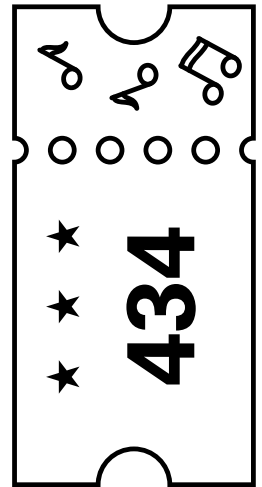
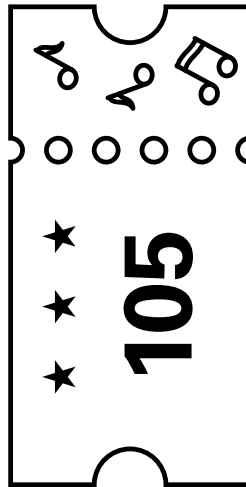
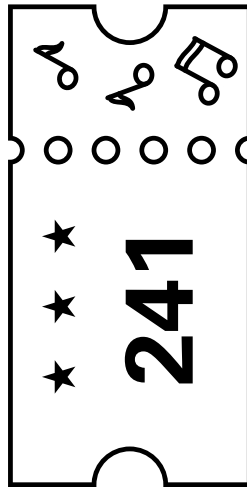
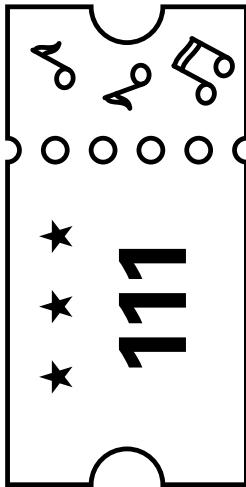
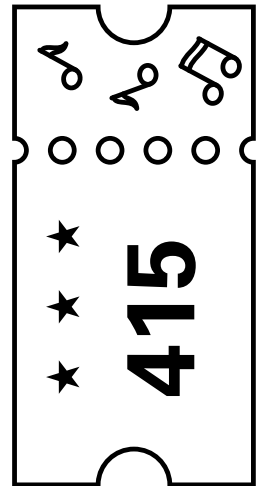
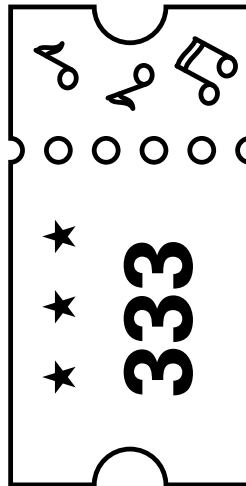
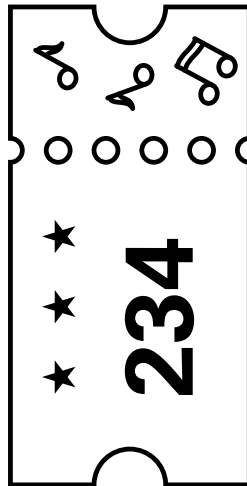
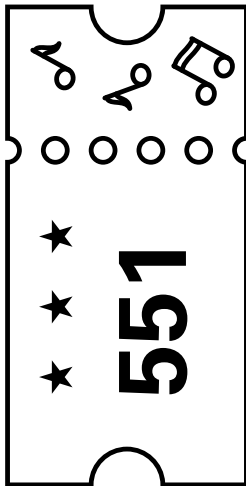
$224 + 105 = \underline{\hspace{2cm}}$

$307 + 412 = \underline{\hspace{2cm}}$

$166 + 421 = \underline{\hspace{2cm}}$

**Directions:** Have students draw a line to match the number of tickets sold on Saturday and Sunday to the correct equation. Then have students model each addend with base-10 blocks, add to find the sum, and complete the addition equation.

# Tickets



# Bird Counts

1.

<b>K'Mari</b>	245 birds
<b>Mabel</b>	236 birds

I need to regroup \_\_\_\_\_ ones as \_\_\_\_\_ ten and \_\_\_\_\_ ones.

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

2.

<b>Pablo</b>	353 birds
<b>Bailey</b>	154 birds

I need to regroup \_\_\_\_\_ tens as \_\_\_\_\_ hundred and \_\_\_\_\_ tens.

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

3.

<b>Sadie</b>	506 birds
<b>Calvin</b>	217 birds

I need to regroup \_\_\_\_\_ ones as \_\_\_\_\_ ten and \_\_\_\_\_ ones.

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

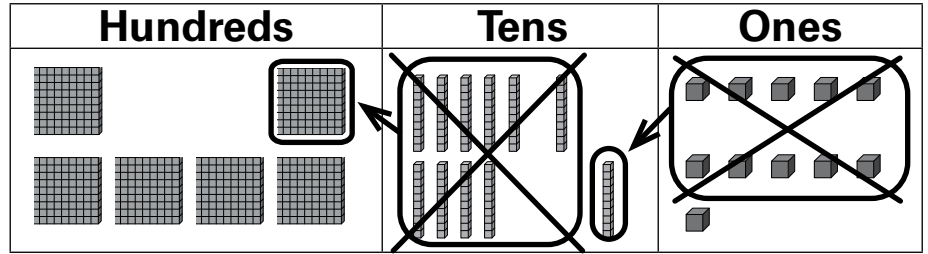
**Directions:** Have students model each addend with base-10 blocks on a place value mat, composing a ten or hundred as needed. Then have students complete the sentence and addition equation.



# Cardinals and Blue Jays

1.

The Big Sums	
Blue Jays	165
Cardinals	446



I need to regroup  $\begin{array}{l} | \\ | \\ | \end{array}$  ones as  $\begin{array}{l} | \\ | \\ | \end{array}$  ten and  $\begin{array}{l} | \\ | \\ | \end{array}$  ones.

I need to regroup  $\begin{array}{l} | \\ | \\ | \end{array}$  tens as  $\begin{array}{l} | \\ | \\ | \end{array}$  hundred and  $\begin{array}{l} | \\ | \\ | \end{array}$  tens.

$$165 + 446 = 611$$

2.

The A+ Counters	
Blue Jays	174
Cardinals	389

I need to regroup \_\_\_\_\_ ones as \_\_\_\_\_ ten and \_\_\_\_\_ ones.

I need to regroup \_\_\_\_\_ tens as \_\_\_\_\_ hundred and \_\_\_\_\_ tens.

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

3.

The High Flyers	
Blue Jays	364
Cardinals	578

I need to regroup \_\_\_\_\_ ones as \_\_\_\_\_ ten and \_\_\_\_\_ ones.

I need to regroup \_\_\_\_\_ tens as \_\_\_\_\_ hundred and \_\_\_\_\_ tens.

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

**Directions:** Have students model each addend with base-10 blocks and add the numbers, composing a ten and a hundred. Then have students complete the addition equation.

# Lesson 18 Exit Ticket

1.

589
206

I need to regroup \_\_\_\_\_ ones as \_\_\_\_\_ ten and \_\_\_\_\_ ones.

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

2.

255
184

I need to regroup \_\_\_\_\_ tens as \_\_\_\_\_ hundred and \_\_\_\_\_ tens.

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

3.

646
285


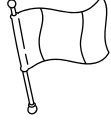

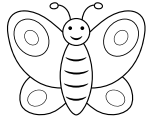
I need to regroup \_\_\_\_\_ ones as \_\_\_\_\_ ten and \_\_\_\_\_ one.



I need to regroup \_\_\_\_\_ tens as \_\_\_\_\_ hundred and \_\_\_\_\_ tens.

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



**Directions:** Have students model each addend with base-10 blocks, composing a ten and/or a hundred as necessary. Then have students record the regrouping and complete the addition equation.

# Extra Practice: Classroom Stickers



Number of Stickers			
 127	 246	 463	 378

	Hundreds	Tens	Ones
			
			
+ _____			
+ _____			

There are \_\_\_\_\_ star and flower stickers.

	Hundreds	Tens	Ones
			
			
+ _____			
+ _____			

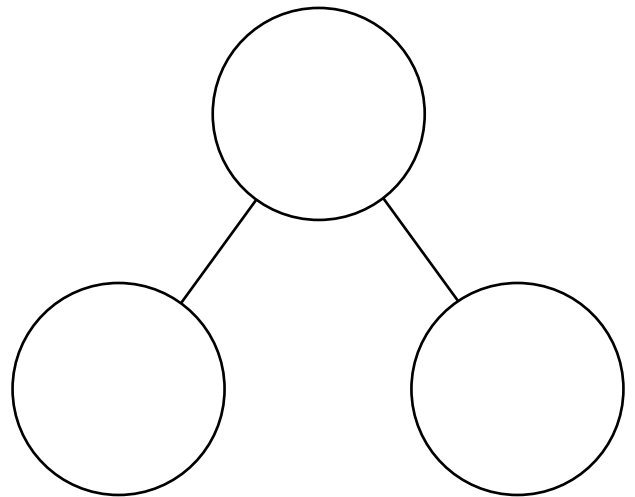
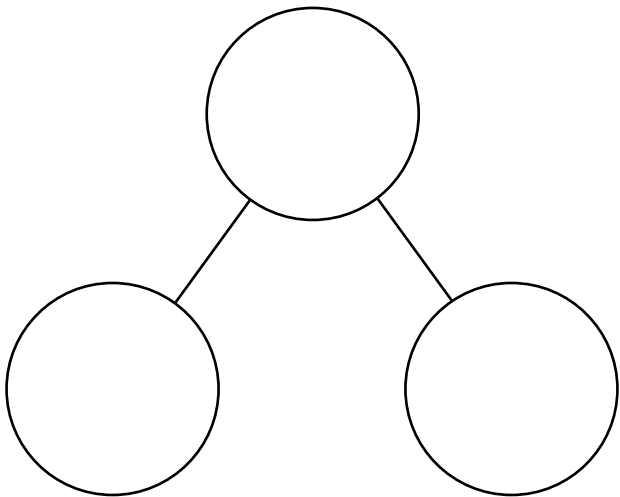
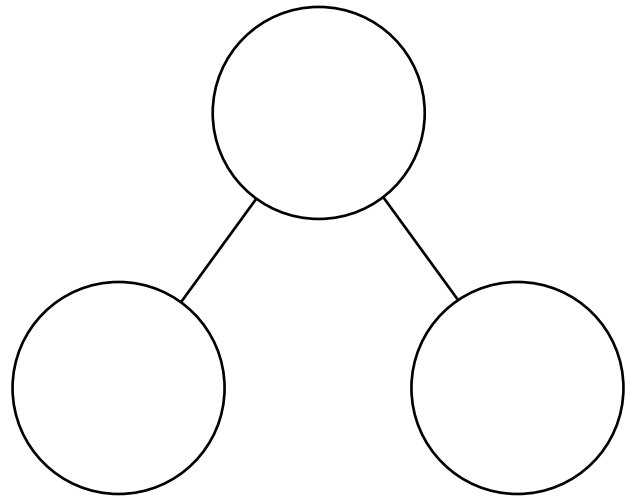
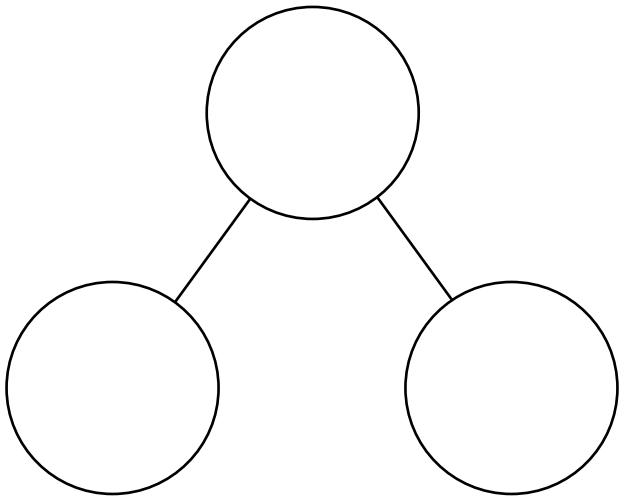
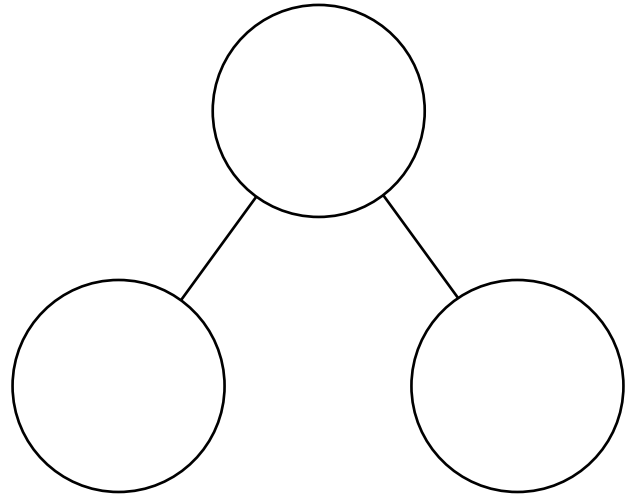
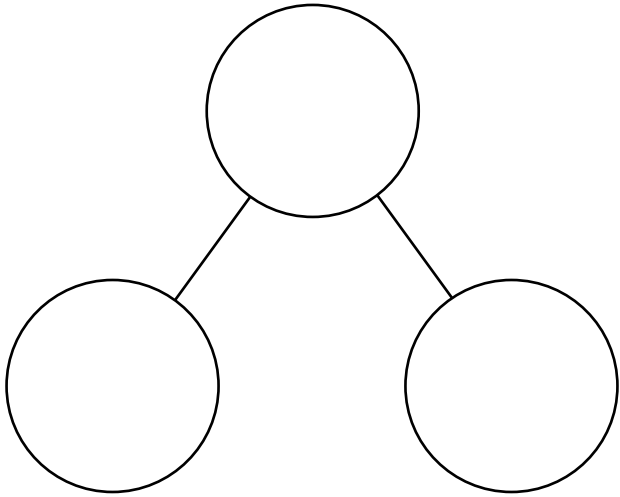
There are \_\_\_\_\_ flag and animal stickers.

	Hundreds	Tens	Ones
			
			
+ _____			
+ _____			

There are \_\_\_\_\_ flag and flower stickers.

**Directions:** Have students model each number with base-10 blocks and write the numbers in the place value chart. Then have students add, composing a ten and/or a hundred and write the sum.

# Number Bonds






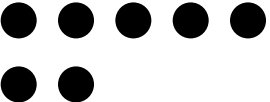


# School Survey

1.

Teacher Votes	
Jack and Jill School	165
Humpty-Dumpty School	127



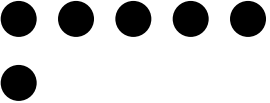



$165 + 127 = \underline{\hspace{2cm}}$

Hundreds	Tens	Ones
		
		
_____ hundreds	_____ tens	_____ ones

2.

School Worker Votes	
Jack and Jill School	166
Humpty-Dumpty School	115

$166 + 115 = \underline{\hspace{2cm}}$

Hundreds	Tens	Ones
		
		
_____ hundreds	_____ tens	_____ one



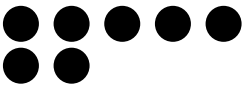
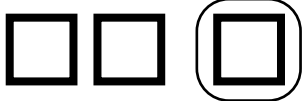


**Directions:** Have students use the base-10 drawings to show how to regroup and add. Make sure they complete the equation.

# Mascot Survey

1.

Kindergarten	
Busy Bee	157
Persistent Penguin	271

$$157 + 271 = 428$$

Hundreds	Tens	Ones
		
		

2.

Grade 1	
Busy Bee	382
Persistent Penguin	175

$$382 + 175 = \underline{\hspace{2cm}}$$

3.

Grade 2	
Busy Bee	470
Persistent Penguin	299

$$470 + 299 = \underline{\hspace{2cm}}$$

4.

Grade 3	
Busy Bee	255
Persistent Penguin	193

$$255 + 193 = \underline{\hspace{2cm}}$$

**Directions:** Have students draw base-10 models to show the addition and any regrouping. Then have students complete the equation.

# Lesson 19 Exit Ticket

1.  $629 + 180 = \underline{\hspace{2cm}}$

Hundreds	Tens	Ones

2.  $326 + 148 = \underline{\hspace{2cm}}$

Hundreds	Tens	Ones

**Directions:** Have students draw base-10 models to show the addition and any regrouping. Then have students complete the equation.

# Extra Practice: Mr. Jha's Fruit and Vegetable Stand

$$\begin{array}{r} 408 \\ + 305 \\ \hline \end{array}$$

Hundreds	Tens	Ones

$$\begin{array}{r} 381 \\ + 292 \\ \hline \end{array}$$

Hundreds	Tens	Ones

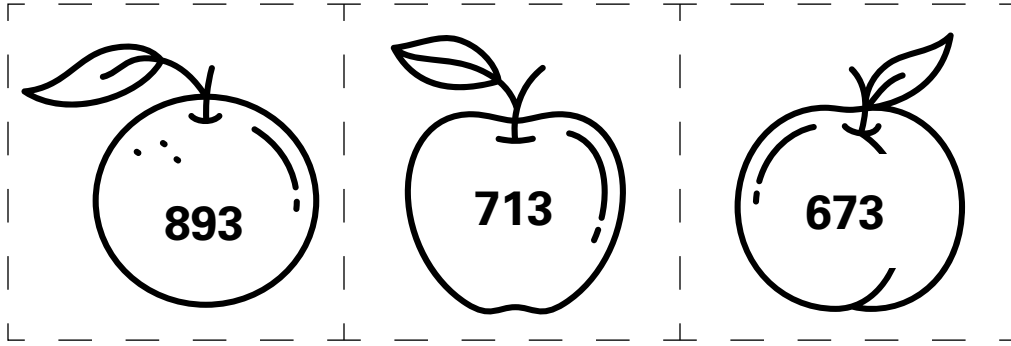
$$\begin{array}{r} 634 \\ + 259 \\ \hline \end{array}$$

Hundreds	Tens	Ones

**Directions:** Have students use base-10 drawings to show regrouping. Then have them cut out the fruit on page 135. Have students glue the fruit with the matching sum next to the equation.



# Fruits



# Place Value Mat (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

# Place Value Mat (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

# Place Value Mat (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

# Skate Park

1. 
$$\begin{array}{r} 325 \\ + 256 \\ \hline \end{array}$$

$$\begin{array}{r} 300 + 20 + 5 \\ \hline 200 + 50 + 6 \end{array}$$

+  +  =

2. 
$$\begin{array}{r} 222 \\ + 590 \\ \hline \end{array}$$

$$\begin{array}{r} 200 + 20 + 2 \\ \hline 500 + 90 + 0 \end{array}$$

+  +  =

3. 
$$\begin{array}{r} 477 \\ + 318 \\ \hline \end{array}$$

$$\begin{array}{r} 400 + 70 + 7 \\ \hline 300 + 10 + 8 \end{array}$$

+  +  =

4. 
$$\begin{array}{r} 280 \\ + 259 \\ \hline \end{array}$$

$$\begin{array}{r} 200 + 80 + 0 \\ \hline 200 + 50 + 9 \end{array}$$

+  +  =

**Directions:** Have students use partial sums to solve each problem. Then have students use base-10 drawings to check their addition.

# Skateboard Shop

1.

Skateboards sold in May and June	
$\begin{array}{r} 438 \\ + 356 \\ \hline \boxed{794} \end{array}$	$\begin{array}{r} \boxed{400} + \boxed{30} + \boxed{8} \\ + \boxed{300} + \boxed{50} + \boxed{6} \\ \hline \boxed{700} + \boxed{80} + \boxed{14} = \boxed{794} \\ \begin{array}{cc} / & \backslash \\ \boxed{10} & \boxed{4} \end{array} \end{array}$

2.

Hats sold in May and June	
$\begin{array}{r} 535 \\ + 246 \\ \hline \boxed{\phantom{000}} \end{array}$	$\begin{array}{r} \boxed{\phantom{000}} + \boxed{\phantom{000}} + \boxed{\phantom{000}} \\ + \boxed{\phantom{000}} + \boxed{\phantom{000}} + \boxed{\phantom{000}} \\ \hline \boxed{\phantom{000}} + \boxed{\phantom{000}} + \boxed{\phantom{000}} = \boxed{\phantom{000}} \\ \begin{array}{cc} / & \backslash \\ \boxed{\phantom{000}} & \boxed{\phantom{000}} \end{array} \end{array}$

3.

Shirts sold in May and June	
$\begin{array}{r} 429 \\ + 238 \\ \hline \boxed{\phantom{000}} \end{array}$	$\begin{array}{r} \boxed{\phantom{000}} + \boxed{\phantom{000}} + \boxed{\phantom{000}} \\ + \boxed{\phantom{000}} + \boxed{\phantom{000}} + \boxed{\phantom{000}} \\ \hline \boxed{\phantom{000}} + \boxed{\phantom{000}} + \boxed{\phantom{000}} = \boxed{\phantom{000}} \\ \begin{array}{cc} / & \backslash \\ \boxed{\phantom{000}} & \boxed{\phantom{000}} \end{array} \end{array}$

**Directions:** Have students write the addends in expanded form. Then have them add to find the partial sums.

# Lesson 20 Exit Ticket

1. 
$$\begin{array}{r} 357 \\ + 136 \\ \hline \end{array}$$

$$\begin{array}{r} 300 + 50 + 7 \\ \hline 100 + 30 + 6 \end{array}$$

+  +  =

2. 
$$\begin{array}{r} 248 \\ + 117 \\ \hline \end{array}$$

$$\begin{array}{r} 200 + 40 + 8 \\ \hline 100 + 10 + 7 \end{array}$$

+  +  =

3. 
$$\begin{array}{r} 593 \\ + 242 \\ \hline \end{array}$$

$$\begin{array}{r} 500 + 90 + 3 \\ \hline 200 + 40 + 2 \end{array}$$

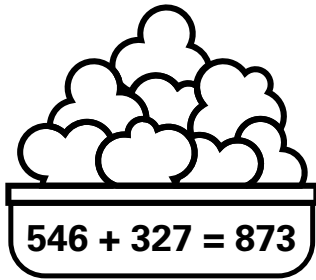
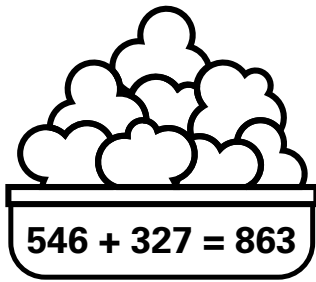
+  +  =

**Directions:** Have students use the partial sums algorithm to add. Ask students to check their work with base-10 drawings.

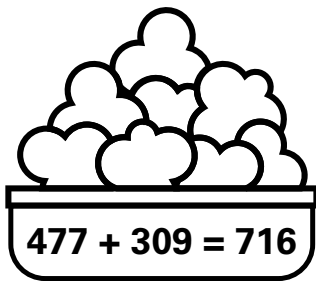
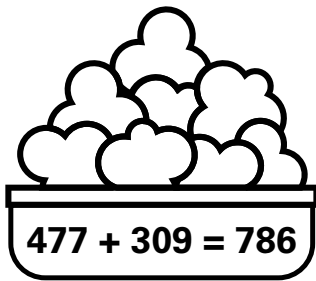
# Extra Practice: Popcorn Sales

1.



$$\begin{array}{r}
 500 + 40 + 6 \\
 + 300 + 20 + 7 \\
 \hline
 \square + \square + \square = \square \\
 \quad \quad \quad \diagdown \quad \diagup \\
 \quad \quad \quad \square \quad \square
 \end{array}$$

2.



$$\begin{array}{r}
 \square + \square + \square \\
 + \square + \square + \square \\
 \hline
 \square + \square + \square = \square \\
 \quad \quad \quad \diagdown \quad \diagup \\
 \quad \quad \quad \square \quad \square
 \end{array}$$

**Directions:** Have students use partial sums to add and circle the equation that is true.



# Place Value Mat (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

# Place Value Mat (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

# Place Value Mat (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

# Place Value Mat (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

# Place Value Mat (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

# A Maze Zinger

1.

Janelle	523
Hank	256

$$523 + 256 = 523 + \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$$

$$523 + 256 = \underline{\quad\quad\quad}$$



2.

Janelle	142
Hank	728

$$142 + 728 = \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$$

$$728 + 142 = \underline{\quad\quad\quad}$$



3.

Janelle	464
Hank	335

$$464 + 335 = \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad} + \underline{\quad\quad\quad}$$

$$464 + 335 = \underline{\quad\quad\quad}$$



**Directions:** Have students circle the greater addend in the equation. Then have them use a number line to add by place value, writing an equation to show their jumps.

# Amazing Sales

1. **March**  $378 + 149 = 527$

$378 + 2 + 100 + 20 + 20 + 7 = 527$

2. **April**  $155 + 171 = \underline{\hspace{2cm}}$

3. **May**  $607 + 296 = \underline{\hspace{2cm}}$

4. **June**  $395 + 496 = \underline{\hspace{2cm}}$

**Directions:** Have students use the number line to show adding with friendly numbers. Then have students write an equation to represent how they added.

# Lesson 21 Exit Ticket

1. Add by place value.

$$246 + 322 = ?$$



$$246 + 322 = \underline{\hspace{2cm}}$$

2. Add with friendly numbers.

$$425 + 297 = ?$$

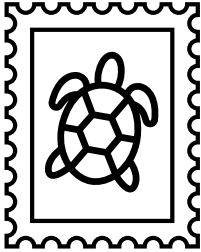





$$425 + 297 = \underline{\hspace{2cm}}$$

**Directions:** **1)** Have students use the number line to show how to add on the lesser addend by place value. **2)** Have students use the number line to show how to add on the lesser addend using friendly numbers.



# Extra Practice: Animal Stamps

Animal Stamps				
	452	138	284	385

1. How many turtle and bear stamps?

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

2. How many bear and hawk stamps?

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

3. How many hawk and turtle stamps?

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

4. How many turtle and fox stamps?

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

5. How many fox and bear stamps?

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

**Directions:** Have students write the numbers in the equations. Then have them add using a number line.

# Open Number Lines



# Open Number Lines



# Bobbie's Bakery

Items Sold			
<b>Bagels</b>	264	<b>Muffins</b>	128
<b>Breads</b>	372	<b>Rolls</b>	346

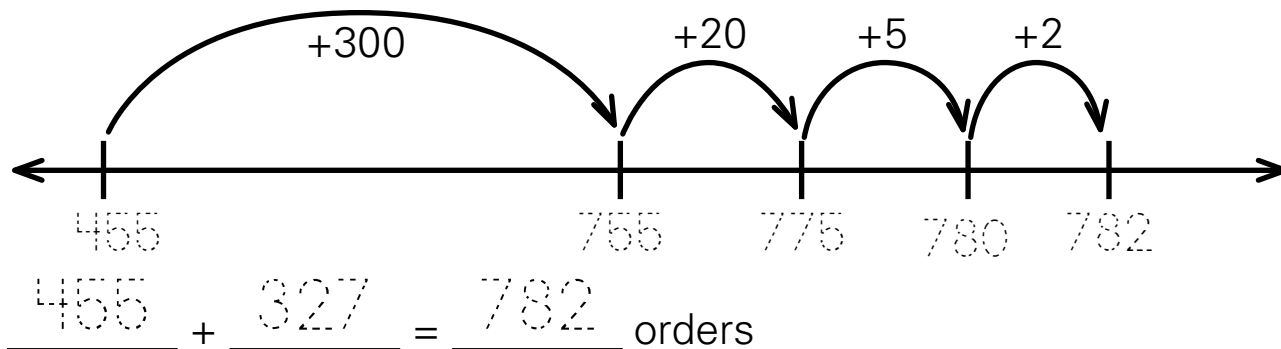
1. How many bagels and breads were sold?  
\_\_\_\_\_ bagels and breads
2. How many breads and muffins were sold?  
\_\_\_\_\_ breads and muffins
3. How many muffins and rolls were sold?  
\_\_\_\_\_ muffins and rolls
4. How many bagels and muffins were sold?  
\_\_\_\_\_ bagels and muffins
5. How many bagels and rolls were sold?  
\_\_\_\_\_ bagels and rolls

**Directions:** Have students find the sums using any model they choose.

# Bakery Orders

Daily Orders			
<b>Monday</b>	455	<b>Wednesday</b>	473
<b>Tuesday</b>	327	<b>Thursday</b>	236

1. How many orders on Monday and Tuesday?



2. How many orders on Wednesday and Thursday?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ orders

3. How many orders on Monday and Thursday?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ orders

4. How many orders on Monday and Wednesday?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ orders

5. How many orders on Tuesday and Thursday?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ orders

**Directions:** Have students find the sum using any model they choose and complete the equation.

# Lesson 22 Exit Ticket

1.  $469 + 225 = \underline{\hspace{2cm}}$

2.  $307 + 208 = \underline{\hspace{2cm}}$

3.  $563 + 184 = \underline{\hspace{2cm}}$

**Directions:** Have students find the sums using any model they choose. Ensure students show their work.

# Extra Practice: Addition Methods

1.  $452 = 400 + 50 + 2$   
 $+ 163 = 100 + 60 + 3$

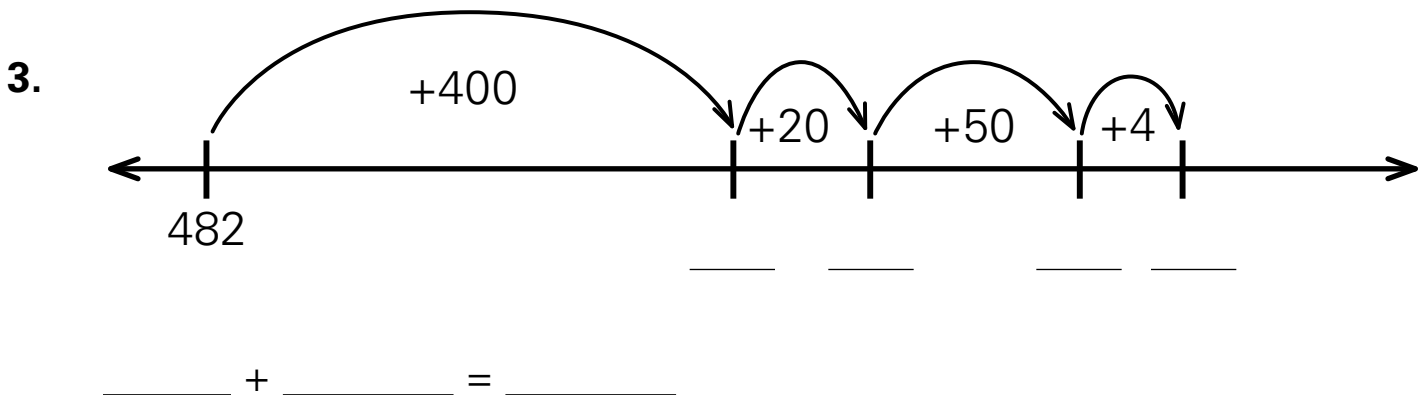
$\square + \square + \square = \square$   
 $\square \quad \square$

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2.

Hundreds	Tens	Ones
□□		●
□□□		●●●●● ●●

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



**Directions:** Have students complete each model and write the equation. Then have them choose another model to check their addition.

# Open Number Lines





# Place Value Mat (Hundreds)

Hundreds	Tens	Ones

Hundreds	Tens	Ones

# Assessment

# Unit 3 Assessment

1.  $579 + 100 = \underline{\hspace{2cm}}$



2.  $249 + 243 = \underline{\hspace{2cm}}$

Hundreds	Tens	Ones

3.  $646$

$+ 273$

 +  +  +  +  +  +  =   
/   \

4.  $337 + 245 =$  \_\_\_\_\_



245 = \_\_\_\_\_

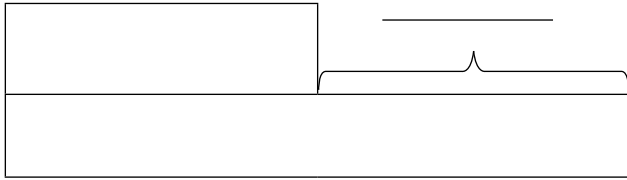
5.  $684 + 125 =$  \_\_\_\_\_



# Unit 3 Cumulative Review

1. 13 apples are red. 4 apples are green.

How many more red apples?



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

There are            more red apples.

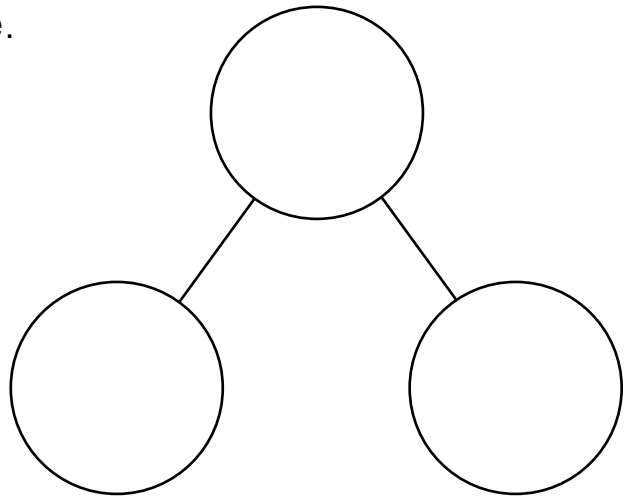
2.  $368 + 371 = \underline{\hspace{2cm}}$

3.  $54 + 39 = \underline{\hspace{2cm}}$

4. There are 7 flowers. Ted plants 5 more.  
How many flowers in all?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

There are \_\_\_\_\_ flowers.



5.  $56 + 8 =$  \_\_\_\_\_



6. 5 hundreds + 4 tens \_\_\_\_\_

$600 + 50 + 7$  \_\_\_\_\_

7.  $493 + 256 =$  \_\_\_\_\_



$256 =$  \_\_\_\_\_

8. 7 orange fish swim in the lake. 8 blue fish swim in the lake.

How many fish in the lake?


\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ fish swim in the lake.

9. Compare 178 and 187.

\_\_\_\_\_ > \_\_\_\_\_

10.

$$\begin{array}{r} 26 \\ + 65 \\ \hline \end{array}$$

+

+

---

+  =