Eureka Math™
Grade 1, Module 4
Student File_A
Contains copy-ready classwork and homework as well as templates (including cut outs)
Lesson 1: Compare the efficiency of counting by ones and counting by tens.

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Circle groups of 10. Write the number to show the total amount of objects.

1. There are _____ grapes.
2. There are _____ carrots.
3. There are _____ apples.
4. There are _____ peanuts.
5. There are _____ grapes.
6. There are _____ carrots.
7. There are _____ apples.
8. There are _____ peanuts.
Make a number bond to show tens and ones.

9. Make a number bond to show tens and ones.

10. Make a number bond to show tens and ones.

11. Make a number bond to show tens and ones. Circle tens to help.

12. Make a number bond to show tens and ones. Circle tens to help.

13. Make a number bond to show tens and ones.

14. Make a number bond to show tens and ones.

15. Make a number bond to show tens and ones.

16. Make a number bond to show tens and ones.
Circle groups of 10. Write the number to show the total amount of objects.

1. There are _______ marbles.
2. There are _______ balloons.
3. There are _______ straws.
4. There are _______ cubes.

Make a number bond to show tens and ones. Circle tens to help. Write the number to show the total amount of objects.

5. There are _______ juice boxes.
6. There are _______ crayons.
Make a number bond to show tens and ones. Circle tens to help. Write the number to show the total amount of objects.

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</table>

There are _______ cubes. There are _______ cubes.

There are _______ cubes. There are _______ cubes.

Make or complete a math drawing to show tens and ones. Complete the number bonds.

11.  

12.  

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Write the tens and ones and say the numbers. Complete the statement.

1. \(17 = \underline{\hspace{1cm}}\) ten \(\underline{\hspace{1cm}}\) ones

2. \(26 = \underline{\hspace{1cm}}\) tens \(\underline{\hspace{1cm}}\) ones

3. \(28 = \underline{\hspace{1cm}}\) tens \(\underline{\hspace{1cm}}\) ones

4. \(\underline{\hspace{1cm}}\) tens \(\underline{\hspace{1cm}}\) ones = 33

5. There are \(\underline{\hspace{1cm}}\) balloons.

6. There are \(\underline{\hspace{1cm}}\) flowers.

7. There are \(\underline{\hspace{1cm}}\) marbles.

8. There are \(\underline{\hspace{1cm}}\) peanuts.
Write the tens and ones. Complete the statement.

9. There are _____ cubes.
10. There are _____ cubes.
11. There are _____ cubes.
12. There are _____ cubes.

Write the missing numbers. Say them the regular way and the Say Ten way.

13. 35
14.   
15. 39
16. 29
17. 40
18. 9
Write the tens and ones and complete the statement.

1. There are _______ straws.

2. There are _______ peanuts.

3. There are _______ strawberries.

4. There are _______ beads.

5. There are _______ apples.

6. There are _______ carrots.
Write the tens and ones. Complete the statement.

7. There are _____ cubes.

8. There are _____ cubes.

9. There are _____ cubes.

10. There are _____ cubes.

Write the missing numbers. Say them the regular way and the Say Ten way.

11. __________

12. __________

13. __________

14. __________

15. Choose a number less than 40. Make a math drawing to represent it, and fill in the number bond and place value chart.
Count as many tens as you can. Complete each statement. Say the numbers and the sentences.

1. ____ ten ____ ones is the same as ____ ones.

2. ____ tens ____ ones is the same as ____ ones.

3. ____ tens ____ ones is the same as ____ ones.

4. ____ tens ____ ones is the same as ____ ones.

5. ____ tens ____ ones is the same as ____ ones.

6. ____ ten ____ ones is the same as ____ ones.
Match.

7. 3 tens 2 ones
8. 17
   tens  ones
9. 37 ones
10. 4 tens
11. 9 ones 2 tens
12. 29 ones
    40 ones
    23 ones
    32 ones
    17 ones

Fill in the missing numbers.

13. 15
    tens  ones
    ______ ones

14. _____
    ___ tens ___ ones
    39 ones
Lesson 3 Homework

Count as many tens as you can. Complete each statement. Say the numbers and the sentences.

1. ____ tens ____ ones is the same as _____ones.

2. ____ tens ____ ones is the same as _____ones.

3. ____ tens ____ ones is the same as _____ones.

4. ____ tens ____ ones is the same as _____ones.

Fill in the missing numbers.

5. _____   

   __29__   

   ____ ones
Lesson 3: Interpret two-digit numbers as either tens and some ones or as all ones.

6. 34 → ____ tens ____ ones → ____ ones

7. ____ → [tens ones] 3 8 → ____ ones

8. ____ → 9 ones 3 tens → ____ ones

9. ____ → ____ ones ____ tens → 40 ones

10. Choose at least one number less than 40. Draw the number in 3 ways:

<table>
<thead>
<tr>
<th>As grapes:</th>
<th>In a number bond:</th>
<th>In the place value chart:</th>
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</table>
Lesson 4: Write and interpret two-digit numbers as addition sentences that combine tens and ones.

Fill in the number bond. Complete the sentences.

1. 20 and 3 make ___.
   
   \[
   20 + 3 = \_ \]

2. 20 and 8 make ___.
   
   \[
   20 + 8 = \_ \]

3. 20 + 7 = ___
   
   7 more than 20 is ____.

4. 30 + 6 = ___
   
   6 more than 30 is ____.

5. 5 + 20 = ___
   
   20 more than 5 is ____.

6. 8 + 30 = ___
   
   30 more than 8 is ____.
Write the tens and ones. Then, write an addition sentence to add the tens and ones.

7. 

\[ \underline{10} + \underline{4} = \underline{\phantom{0}} \]

8. 

\[ \underline{\phantom{0}} + \underline{3} = \underline{\phantom{0}} \]

9. 

\[ \underline{\phantom{0}} = \underline{30} + \underline{\phantom{0}} \]

10. 

\[ \underline{\phantom{0}} = \underline{20} + \underline{\phantom{0}} \]

Match.

11. 4 tens \[ \cdot \]

12. 2 tens 7 ones \[ \cdot \]

13. 3 more than 20 \[ \cdot \]

14. 9 ones 3 tens \[ \cdot \]

15. 2 ones 3 tens \[ \cdot \]
Lesson 4 Homework

Fill in the number bond, or write the tens and ones. Complete the addition sentences.

1. \(3 + 20 = \) ___
   20 more than 3 is ____.

2. \(20 + 4 = \) ___
   4 more than 20 is ____.

3. \(7 + 20 = \) ___

4. ____ + 30 = ___

5. \(20 + \) ____ = ____

6. ____ + ____ = ___

Lesson 4:
Write and interpret two-digit numbers as addition sentences that combine tens and ones.

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Match the pictures with the words.

7. 

![Apples and apples](image1)

- 1 and 30 make _____.

8. 

![Tens](image2)

- 8 + 30 = _____.

9. 

![Tens and pencils](image3)

- 2 more than 10 is _____.

10. 

![Tens and ones](image4)

- 20 + 4 = ______.
Write the number.

1. 1 more than 30 is _____.

2. 1 less than 30 is _____.

3. 1 more than 39 is _____.

4. 1 less than 39 is _____.

5. 10 more than 27 is _____.

6. 10 less than 33 is _____.

Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number.
Lesson 5 Problem Set

Draw 1 more or 10 more. You may use a quick ten to show 10 more.

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1 more than 28 is _____.
10 more than 28 is _____.

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1 more than 29 is _____.
10 more than 29 is _____.

Cross off (x) to show 1 less or 10 less.

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10 less than 26 is _____.
1 less than 26 is _____.

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10 less than 40 is _____.
1 less than 40 is _____.

Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number.
Name _______________________________ Date __________________

Draw quick tens and ones to show the number. Then, draw 1 more or 10 more.

1. 1 more than 38 is ______. 2. 10 more than 38 is ______.

3. 1 more than 35 is ______. 4. 10 more than 35 is ______.

Draw quick tens and ones to show the number. Cross off (x) to show 1 less or 10 less.

5. 10 less than 23 is ______. 6. 1 less than 23 is ______.

7. 10 less than 31 is ______. 8. 1 less than 31 is ______.
Match the words to the picture that shows the right amount.

9. \[ \begin{array}{c}
\text{\rule{1cm}{1pt}} \quad \text{•} \quad \text{•} \\
\end{array} \]

- 1 less than 30.

10. \[ \begin{array}{c}
\text{\rule{1cm}{1pt}} \quad \text{•} \\
\end{array} \]

- 1 more than 23.

11. \[ \begin{array}{c}
\text{\rule{1cm}{1pt}} \quad \text{•} \\
\end{array} \]

- 10 less than 36.

12. \[ \begin{array}{c}
\text{\rule{1cm}{1pt}} \quad \text{•} \\
\end{array} \]

- 10 more than 20.

Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number.
Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number.

double place value charts
Lesson 6 Problem Set

Fill in the place value chart and the blanks.

1. \[20 = \underline{\hspace{1cm}} \text{tens}\]

2. \[14 = \underline{\hspace{1cm}} \text{ten and } \underline{\hspace{1cm}} \text{ones}\]

3. \[\underline{\hspace{1cm}} = 3 \text{ tens } 5 \text{ ones}\]

4. \[\underline{\hspace{1cm}} = 2 \text{ tens } 6 \text{ ones}\]

5. \[\underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ tens } \underline{\hspace{1cm}} \text{ ones}\]

6. \[\underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ tens } \underline{\hspace{1cm}} \text{ ones}\]

7. \[\underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ tens } \underline{\hspace{1cm}} \text{ ones}\]

8. \[\underline{\hspace{1cm}} \text{ tens } \underline{\hspace{1cm}} \text{ ones} = \underline{\hspace{1cm}}\]
Lesson 6 Problem Set

Fill in the blank. Draw or cross off tens or ones as needed.

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<td>10 more than 25 is 35</td>
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<td>10 less than 21 is _____</td>
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<td>1 less than 21 is _____</td>
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Name ____________________________ Date ______________

Fill in the place value chart and the blanks.

1. 30 = _____ tens

2. 17 = _____ ten and _____ ones

3. _____ = 2 tens 2 ones

4. _____ = 3 tens 3 ones

5. _____ = _____ tens _____ ones

6. _____ = _____ tens _____ ones

7. _____ = _____ ten _____ ones

8. _____ tens _____ ones = _____

Lesson 6: Use dimes and pennies as representations of tens and ones.
Fill in the blank. Draw or cross off tens or ones as needed.

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<td>1 more than 12 is _____</td>
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<td>11.</td>
<td>10 more than 22 is _____</td>
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<td>13.</td>
<td>1 less than 39 is _____</td>
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<td>15.</td>
<td>10 less than 33 is _____</td>
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10 more than 25 is 35

Lesson 6: Use dimes and pennies as representations of tens and ones.
Lesson 6: Use dimes and pennies as representations of tens and ones.

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<thead>
<tr>
<th>dimes</th>
<th>pennies</th>
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<table>
<thead>
<tr>
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<th>ones</th>
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Lesson 7 Problem Set

Name ____________________________ Date _________________

For each pair, write the number of items in each set. Then, circle the set with the greater number of items.

1. ___________  ___________

2. ___________  ___________

3. ___________  ___________

4. ___________  ___________

5. Circle the number that is greater in each pair.
   a. 1 ten 2 ones 3 tens 2 ones
   b. 2 tens 8 ones 3 tens 2 ones
   c. 19 15
   d. 31 26

6. Circle the set of coins that has a greater value.

   3 dimes

   3 pennies
Lesson 7 Problem Set

For each pair, write the number of items in each set. Circle the set with fewer items.

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<td>![Image]</td>
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<tbody>
<tr>
<td>![Image]</td>
<td>![Image]</td>
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</table>

11. Circle the number that is less in each pair.
   
a. 2 tens 5 ones  
   1 ten 5 ones
   
b. 28 ones  
   3 tens 2 ones
   
c. 18  
   13
   
d. 31  
   26

12. Circle the set of coins that has less value.
   
   ![Image]  
   1 dime 2 pennies
   
   ![Image]  
   1 penny 2 dimes

13. Circle the amount that is less. Draw or write to show how you know.
   
   32  
   17
Write the number, and circle the set that is greater in each pair. Say a statement to compare the two sets.

1. 

2. 

Circle the number that is greater for each pair.

3. 

4. 

5. Write the value and circle the set of coins that has greater value.

_______
Lesson 7: Compare two quantities, and identify the greater or lesser of the two given numerals.

Write the number, and circle the set that is less in each pair. Say a statement to compare the two sets.

6. ![Image 1]

7. ![Image 2]

Circle the number that is less for each pair.

8. ![Image 3]

9. ![Image 4]

10. Write the value and circle the set of coins that has less value.

   ![Image 5]

   ![Image 6]
11. Katelyn and Johnny are playing comparison with cards. They have recorded the totals for each round. For each round, circle the total that won the cards, and write the statement. The first one is done for you.

ROUND 1: The total that is **greater** wins.

Katelyn’s Total | Johnny’s Total
---|---
16 | 19

19 is greater than 16.

a. ROUND 2: The total that is **less** wins.

Katelyn’s Total | Johnny’s Total
---|---
27 | 24

b. ROUND 3: The total that is **greater** wins.

Katelyn’s Total | Johnny’s Total
---|---
32 | 22

c. ROUND 4: The total that is **less** wins.

Katelyn’s Total | Johnny’s Total
---|---
29 | 26

d. If Katelyn’s total is 39, and Johnny’s total has 3 tens 9 ones, who would have a greater total? Draw a math drawing to explain how you know.
Name ___________________________ Date _____________

1. Draw quick tens and ones to show each number. Label the first drawing as less than (L), greater than (G), or equal to (E) the second. Write a phrase from the word bank to compare the numbers.

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<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
</tr>
<tr>
<td>20</td>
<td>2 tens</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>3 tens</td>
<td>15</td>
<td>32</td>
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</table>

2. Write a phrase from the word bank to compare the numbers.

- 36 __________________________ 3 tens 6 ones
- 1 ten 8 ones __________________________ 3 tens 1 one
Lesson 8: Compare quantities and numerals from left to right.

3. Put the following numbers in order from least to greatest. Cross off each number after it has been used.

\[
\begin{array}{cccccc}
9 & 40 & 32 & 13 & 23 \\
\end{array}
\]

4. Put the following numbers in order from greatest to least. Cross off each number after it has been used.

\[
\begin{array}{cccccc}
9 & 40 & 32 & 13 & 23 \\
\end{array}
\]

5. Use the digits 8, 3, 2, and 7 to make 4 different two-digit numbers less than 40. Write them in order from greatest to least.

\[
\begin{array}{cccccc}
8 & 3 & 2 & 7 \\
\end{array}
\]

Examples: 32, 27, ...
Lesson 8 Homework

Name ____________________________ Date ____________

1. Draw the numbers using quick tens and circles. Use the phrases from the word bank to complete the sentence frames to compare the numbers. The first one has been done for you.

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<tr>
<td></td>
<td>20</td>
<td>30</td>
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<table>
<thead>
<tr>
<th>a. 20</th>
<th>30</th>
<th>b. 14</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>30</td>
<td></td>
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<tr>
<td>is less than</td>
<td>22</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>c. 15</th>
<th>1 ten 5 ones</th>
<th>d. 39</th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>1 ten 5 ones</td>
<td></td>
<td></td>
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<tr>
<td>29</td>
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</tbody>
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<table>
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<tr>
<th>e. 31</th>
<th>13</th>
<th>f. 23</th>
<th>33</th>
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</thead>
<tbody>
<tr>
<td>31</td>
<td>13</td>
<td></td>
<td></td>
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<tr>
<td>33</td>
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</tbody>
</table>

2. Circle the numbers that are greater than 28.

32  29  2 tens 8 ones  4 tens  18

3. Circle the numbers that are less than 31.

29  3 tens 6 ones  3 tens  13  3 tens 9 ones
4. Write the numbers in order from least to greatest.

\[
\begin{array}{ccc}
32 & 23 & 30 \\
\phantom{3} & 29 & \\
\end{array}
\]

Where would the number 27 go in this order? Use words or rewrite the numbers to explain.

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

\[
\begin{array}{ccc}
13 & 40 & 30 \\
\phantom{1} & 31 & \\
\end{array}
\]

Where would the number 23 go in this order? Use words or rewrite the numbers to explain.

6. Use the digits 9, 4, 3, and 2 to make 4 different two-digit numbers less than 40. Write them in order from least to greatest.

Examples: 34, 29,...
Lesson 9 Problem Set

1. Circle the alligator that is eating the greater number.
   a. 40  10
   b. 30  14
   c. 18  14
   d. 19  36

2. Write the numbers in the blanks so that the alligator is eating the greater number. With a partner, compare the numbers out loud, using is greater than, is less than, or is equal to. Remember to start with the number on the left.
   a. 24  4
   b. 38  36
   c. 15  14
   d. 20  2
   e. 36  35
   f. 20  19
   g. 31  13
   h. 23  32
   i. 21  12

Lesson 9: Use the symbols >, =, and < to compare quantities and numerals.
Lesson 9 Problem Set

3. If the alligator is eating the greater number, circle it. If not, redraw the alligator.

   a. 20 \( > \) 19
   b. 32 \( < \) 23

4. Complete the charts so that the alligator is eating a greater number.

   a. \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   1 & 2 \\
   \end{array}
   \]
   b. \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   2 & 7 \\
   \end{array}
   \]
   c. \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   2 & 5 \\
   \end{array}
   \]
   d. \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   8 & 3 \\
   \end{array}
   \]
   e. \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   2 & 1 \\
   \end{array}
   \]
   f. \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   2 & 4 \\
   \end{array}
   \]
   g. \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   1 & 8 \\
   \end{array}
   \]
   h. \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   2 & 1 \\
   \end{array}
   \]
   i. \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   7 & \text{\textless} \\
   \end{array}
   \]
   j. \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   1 & 4 \\
   \end{array}
   \]
1. Write the numbers in the blanks so that the alligator is eating the greater number. Read the number sentence, using is greater than, is less than, or is equal to. Remember to start with the number on the left.

   a. 10 20
      ____  ___
      ___  ___
   
   b. 15 17
      ___  ___
      ____  ____
   
   c. 24 22
      ___  ___
      ___  ___
   
   d. 29 30
      ___  ___
      ___  ___
   
   e. 39 38
      ___  ___
      ___  ___
   
   f. 39 40
      ___  ___
      ___  ___

2. Complete the charts so that the alligator is eating a greater number.

   a. tens ones  
      1     8  
      ___  ___
      ___  ___
   
   b. tens ones  
      2     4  
      ___  ___
      ___  ___
   
   c. tens ones  
      ___  ___
      ___  ___
   
   d. tens ones  
      2     3  
      ___  ___
      ___  ___
   
   e. tens ones  
      ___  ___
      ___  ___
   
   f. tens ones  
      1     7  
      ___  ___
      ___  ___
Lesson 9 Homework 14

Compare each set of numbers by matching to the correct alligator or phrase to make a true number sentence. Check your work by reading the sentence from left to right.

3. 

16 17

31 23

35 25

12 21

22 32

29 30

39 40

is less than

is greater than

Lesson 9: Use the symbols >, =, and < to compare quantities and numerals.

A STORY OF UNITS

Lesson 9 Homework 14

Compare each set of numbers by matching to the correct alligator or phrase to make a true number sentence. Check your work by reading the sentence from left to right.

3. 

16 17

31 23

35 25

12 21

22 32

29 30

39 40

is less than

is greater than

Lesson 9: Use the symbols >, =, and < to compare quantities and numerals.
Lesson 10 Problem Set

1. Use the symbols to compare the numbers. Fill in the blank with <, >, or = to make a true number sentence. Read the number sentences from left to right.

   40 \( \text{ > } \) 20
   18 \( \text{ < } \) 20

   40 is greater than 20.
   18 is less than 20.

2. Fill in the blank with <, >, or = to make a true number sentence.

<table>
<thead>
<tr>
<th>a. 27 ( \text{ } ) 24</th>
<th>b. 31 ( \text{ } ) 28</th>
<th>c. 10 ( \text{ } ) 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. 13 ( \text{ } ) 15</td>
<td>e. 31 ( \text{ } ) 29</td>
<td>f. 38 ( \text{ } ) 18</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------</td>
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<tr>
<td>g. 27 ( \text{ } ) 17</td>
<td>h. 32 ( \text{ } ) 21</td>
<td>i. 12 ( \text{ } ) 21</td>
</tr>
</tbody>
</table>

Lesson 10: Use the symbols >, =, and < to compare quantities and numerals.
2. Circle the correct words to make the sentence true. Use $>$, $<$, or $=$ and numbers to write a true number sentence. The first one is done for you.

<table>
<thead>
<tr>
<th></th>
<th>is greater than</th>
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<th>is greater than</th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>36</td>
<td>b.</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>3 tens 6 ones</td>
<td></td>
<td>1 ten 4 ones</td>
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<tr>
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<td>is less than</td>
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<td>is less than</td>
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<td></td>
<td>is equal to</td>
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<td>is equal to</td>
</tr>
<tr>
<td></td>
<td>36 = 36</td>
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</table>

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<thead>
<tr>
<th>c.</th>
<th>is greater than</th>
<th>d.</th>
<th>is greater than</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2 tens 4 ones</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td></td>
<td>2 tens 0 ones</td>
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<td>is less than</td>
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<th>e.</th>
<th>is greater than</th>
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<td>31</td>
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<tr>
<th>g.</th>
<th>is greater than</th>
<th>h.</th>
<th>is greater than</th>
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<tr>
<td></td>
<td>17</td>
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<td>30</td>
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<td></td>
<td>3 ones 1 ten</td>
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<td>0 tens 30 ones</td>
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</table>
Lesson 10: Use the symbols >, =, and < to compare quantities and numerals.

Name ____________________________ Date _____________

Use the symbols to compare the numbers. Fill in the blank with <, >, or = to make a true number sentence. Complete the number sentence with a phrase from the word bank.

40  >  20
40 is greater than 20.

18  <  20
18 is less than 20.

a.  17  ____________  13
    17 __________________ 13

b.  23  ____________  33
    23 __________________ 33

c.  36  ____________  36
    36 __________________ 36

d.  25  ____________  32
    25 __________________ 32

e.  38  ____________  28
    38 __________________ 28

f.  32  ____________  23
    32 __________________ 23
Lesson 10: Use the symbols >, =, and < to compare quantities and numerals.

g. 1 ten 5 ones

1 ten 5 ones _______ 14

h. 3 tens

3 tens _______ 30

i. 29

29 _______ 2 tens 7 ones

j. 19

19 _______ 2 tens 3 ones

k. 3 tens 1 one

3 tens 1 one _______ 13

l. 35

35 _______ 3 tens 5 ones

m. 2 tens 3 ones

2 tens 3 ones _______ 32

n. 3 tens

3 tens _______ 36

o. 29

29 _______ 3 tens 9 ones

p. 4 tens

4 tens _______ 39
Name _____________________________ Date _____________

Complete the number bonds and number sentences to match the picture. The first one is done for you.

1. 3 tens + 1 ten = 4 tens
   30 + 10 = 40

2. ____ ten + ____ ten = ____ tens
   ____________________________

3. ____ tens = ____ tens + ____ tens
   ____________________________

4. ____ tens = ____ tens + ____ ten
   ____________________________
### Lesson 11 Problem Set

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**Lesson 11:** Add and subtract tens from a multiple of 10.
11. Fill in the missing numbers. Match the related addition and subtraction facts.
   
   a. $4 \text{ tens} - 2 \text{ tens} = \underline{\hspace{1cm}}$  
      $2 \text{ tens} + 1 \text{ ten} = 3 \text{ tens}$
   
   b. $40 - 30 = \underline{\hspace{1cm}}$  
      $30 + 10 = 40$
   
   c. $30 - 20 = \underline{\hspace{1cm}}$  
      $20 + 20 = 40$

12. Fill in the missing numbers.
   
   a. $20 + 20 = \underline{\hspace{1cm}}$  
   
   b. $30 - 20 = \underline{\hspace{1cm}}$  
   
   c. $10 + \underline{\hspace{1cm}} = 40$
   
   d. $20 - \underline{\hspace{1cm}} = 0$  
   
   e. $40 - \underline{\hspace{1cm}} = 10$  
   
   f. $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 30$
**Lesson 11 Homework**

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</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td><strong>Date</strong></td>
<td><strong>Draw a number bond, and complete the number sentences to match the pictures.</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td>2 tens + 1 ten = 3 tens</td>
<td>1 ten + 10 = 30</td>
<td></td>
</tr>
<tr>
<td>2.</td>
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</table>

**Lesson 11:** Add and subtract tens from a multiple of 10.
Lesson 11: Add and subtract tens from a multiple of 10.

Draw quick tens and a number bond to help you solve the number sentences.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>7.</td>
<td><img src="image1" alt="Quick Tens" /></td>
</tr>
<tr>
<td>10 + 20 = _____</td>
<td>30 - 10 = _____</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td><img src="image3" alt="Quick Tens" /></td>
</tr>
<tr>
<td>20 - 10 = _____</td>
<td>30 + 10 = _____</td>
</tr>
</tbody>
</table>

Add or subtract.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>11. 2 tens + 1 ten = _____</td>
<td>12. 20 + 20 = _____</td>
</tr>
<tr>
<td>14. _____ = 20 + 10</td>
<td>15. 3 tens - 2 tens = _____</td>
</tr>
<tr>
<td>17. 10 - 10 = _____</td>
<td>18. _____ = 30 + 10</td>
</tr>
</tbody>
</table>
Lesson 11: Add and subtract tens from a multiple of 10.

number bond/number sentence set
Lesson 12: Add tens to a two-digit number.

Fill in the missing numbers to match the picture. Write the matching number bond.

1. 12 + 20 = ______

2. 15 + ______ = ______

3. ______ + ______ = ______

4. ______ + ______ = ______

Draw using quick tens and ones. Complete the number bond, and write the sum in the place value chart and the number sentence.

5. 19 + 10 = _____

6. 20 + 14 = _____
Lesson 12: Add tens to a two-digit number.

Use arrow notation to solve.

7. \[13 \rightarrow +10 \rightarrow \square\]
8. \[19 \rightarrow +\rightarrow 39\]

9. \[\square \rightarrow +10 \rightarrow 26\]
10. \[\square \rightarrow +20 \rightarrow 38\]

Use the dimes and pennies to complete the place value charts and the number sentences.

11. 
\[\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
\hline
\hline
\end{array}\]
\[\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
\hline
\hline
\end{array}\]
\[=\]
\[\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
\hline
\hline
\end{array}\]

12. 
\[\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
\hline
\hline
\end{array}\]
\[\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
\hline
\hline
\end{array}\]
\[=\]
\[\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
\hline
\hline
\end{array}\]
Name ________________________________       Date ______________

Fill in the missing numbers to match the picture. Complete the number bond to match.

1. \[ 20 + 13 = \_\_\_ \]

2. \[ 17 + \_\_\_ = \_\_\_ \]

3. \[ \_\_\_ + \_\_\_ = \_\_\_ \]

4. \[ \_\_\_ + \_\_\_ = \_\_\_ \]
Draw using quick tens and ones. Complete the number bond and the number sentence.

5. \[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
1 & 7 \\
\end{array}
\quad + 
\begin{array}{c|c}
\text{tens} & \text{ones} \\
1 & 0 \\
\end{array}
\quad = 
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\end{array}
\]

6. \[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
1 & 9 \\
\end{array}
\quad +
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\end{array}
\quad = 39
\]

Use arrow notation to solve.

7. \[
\begin{array}{c|c}
19 & +10 \\
\end{array}
\quad \rightarrow 
\begin{array}{c|c}
\end{array}
\]

8. \[
\begin{array}{c}
9 \\
\end{array}
\quad +30
\]

9. \[
\begin{array}{c|c}
\end{array}
\quad +10
\quad \rightarrow 
\begin{array}{c}
38 \\
\end{array}
\]

10. \[
\begin{array}{c}
\end{array}
\quad +20
\quad \rightarrow 
\begin{array}{c}
31 \\
\end{array}
\]

Use the dimes and pennies to complete the place value charts.

11. \[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\end{array}
\quad + 
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\end{array}
\quad = 
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\end{array}
\]
Lesson 13: Use counting on and the make ten strategy when adding across a ten.

**Name ________________________________  Date ________________**

Use the pictures to complete the place value chart and number sentence. For Problems 5 and 6, make a quick ten drawing to help you solve.

1. \[ \begin{array}{c}
   \text{tens} \\
   \text{ones}
\end{array} \] 
   \[ \begin{array}{c}
   \text{tens} \\
   \text{ones}
\end{array} \]
   \[ 22 + 6 = _____ \]

2. \[ \text{tens} \]
   \[ \text{ones} \]
   \[ _____ + 3 = _____ \]

3. \[ \begin{array}{c}
   \text{tens} \\
   \text{ones}
\end{array} \] 
   \[ \begin{array}{c}
   \text{tens} \\
   \text{ones}
\end{array} \]
   \[ 12 + _____ = _____ \]

4. \[ \begin{array}{c}
   \text{tens} \\
   \text{ones}
\end{array} \] 
   \[ \begin{array}{c}
   \text{tens} \\
   \text{ones}
\end{array} \]
   \[ _____ + _____ = _____ \]

5. \[ \begin{array}{c}
   \text{tens} \\
   \text{ones}
\end{array} \]

6. \[ \begin{array}{c}
   \text{tens} \\
   \text{ones}
\end{array} \]
   \[ 24 + 6 = _____ \]

   \[ 24 + 3 = _____ \]

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Lesson 13:
Use counting on and the make ten strategy when adding across a ten.

Draw quick tens, ones, and number bonds to solve. Complete the place value chart.

7. $21 + 9 = \_\_\_

8. $21 + 7 = \_\_\_

9. $13 + 7 = \_\_\_

10. $26 + 4 = \_\_\_

11. $32 + 3 = \_\_\_

12. $38 + 2 = \_\_\_
**Lesson 13 Homework**

Use quick tens and ones to complete the place value chart and number sentence.

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<tbody>
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</tr>
<tr>
<td>1.</td>
<td>tens</td>
<td>ones</td>
</tr>
<tr>
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<td></td>
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<tr>
<td>21 + 4 = ______</td>
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<tr>
<td>2.</td>
<td>tens</td>
<td>ones</td>
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<tr>
<td>21 + 8 = ______</td>
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<td></td>
</tr>
<tr>
<td>3.</td>
<td>tens</td>
<td>ones</td>
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</tr>
<tr>
<td>25 + 4 = ______</td>
<td></td>
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<tr>
<td>4.</td>
<td>tens</td>
<td>ones</td>
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<td></td>
</tr>
<tr>
<td>25 + 5 = ______</td>
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<tr>
<td>5.</td>
<td>tens</td>
<td>ones</td>
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<tr>
<td>33 + 3 = ______</td>
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<tr>
<td>6.</td>
<td>tens</td>
<td>ones</td>
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<td></td>
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<tr>
<td>33 + 7 = ______</td>
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</table>

**Lesson 13:** Use counting on and the make ten strategy when adding across a ten.
Lesson 13: Use counting on and the make ten strategy when adding across a ten.

Draw quick tens, ones, and number bonds to solve. Complete the place value chart.

7. \(26 + 2 = \) 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   & \hline
   \end{array}
   \]

8. \(36 + 3 = \) 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   & \hline
   \end{array}
   \]

9. \(26 + 4 = \) 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   & \hline
   \end{array}
   \]

10. \(24 + 6 = \) 
    \[
    \begin{array}{c|c}
    \text{tens} & \text{ones} \\
    \hline
    & \hline
    \end{array}
    \]

11. Solve. You may draw quick tens and ones or number bonds to help.
    
    a. \(22 + 7 = \)  
    b. \(22 + 8 = \)  
    c. \(32 + 8 = \)
Lesson 14 Problem Set

Name _______________________________ Date __________

Use the pictures or draw quick tens and ones. Complete the number sentence and place value chart.

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<tbody>
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<td>18 + 1 = _____</td>
<td>18 + 2 = _____</td>
<td>18 + 5 = _____</td>
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<tbody>
<tr>
<td>29 + 1 = _____</td>
<td>29 + 3 = _____</td>
<td>29 + 6 = _____</td>
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</thead>
<tbody>
<tr>
<td>16 + 4 = _____</td>
<td>16 + 6 = _____</td>
<td>26 + 6 = _____</td>
<td></td>
<td></td>
</tr>
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Lesson 14: Use counting on and the make ten strategy when adding across a ten.
Make a number bond to solve. Show your thinking with number sentences or the arrow way. Complete the place value chart.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>10.</td>
<td>$17 + 2 = _____$</td>
<td>tens</td>
</tr>
<tr>
<td>11.</td>
<td>$17 + 5 = _____$</td>
<td>tens</td>
</tr>
<tr>
<td>12.</td>
<td>$25 + 4 = _____$</td>
<td>tens</td>
</tr>
<tr>
<td>13.</td>
<td>$25 + 6 = _____$</td>
<td>tens</td>
</tr>
<tr>
<td>14.</td>
<td>$34 + 4 = _____$</td>
<td>tens</td>
</tr>
<tr>
<td>15.</td>
<td>$34 + 8 = _____$</td>
<td>tens</td>
</tr>
</tbody>
</table>
Lesson 14 Homework

Name ___________________________ Date ____________

Use the pictures or draw quick tens and ones. Complete the number sentence and place value chart.

1. \[15 + 3 = \] 
   - Tens: 
   - Ones: 

2. \[15 + 5 = \] 
   - Tens: 
   - Ones: 

3. \[15 + 6 = \] 
   - Tens: 
   - Ones: 

4. \[28 + 2 = \] 
   - Tens: 
   - Ones: 

5. \[28 + 4 = \] 
   - Tens: 
   - Ones: 

6. \[28 + 7 = \] 
   - Tens: 
   - Ones: 

7. \[17 + 3 = \] 
   - Tens: 
   - Ones: 

8. \[17 + 7 = \] 
   - Tens: 
   - Ones: 

9. \[27 + 7 = \] 
   - Tens: 
   - Ones: 

Lesson 14: Use counting on and the make ten strategy when adding across a ten.
Make a number bond to solve. Show your thinking with number sentences or the arrow way. Complete the place value chart.

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</thead>
<tbody>
<tr>
<td></td>
<td>13 + 6 = _____</td>
<td>13 + 7 = _____</td>
<td>25 + 5 = _____</td>
<td>25 + 8 = _____</td>
<td>24 + 8 = _____</td>
<td>23 + 9 = _____</td>
</tr>
</tbody>
</table>
Lesson 15 Problem Set

Name ________________________________  Date _____________

Solve the problems.

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</thead>
<tbody>
<tr>
<td>1.</td>
<td><img src="image1.png" alt="Image" /></td>
<td>5 + 3 = _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><img src="image2.png" alt="Image" /></td>
<td>15 + 3 = _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><img src="image3.png" alt="Image" /></td>
<td>25 + 3 = _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><img src="image4.png" alt="Image" /></td>
<td>35 + 3 = _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td><img src="image5.png" alt="Image" /></td>
<td>8 + 4 = _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td><img src="image6.png" alt="Image" /></td>
<td>18 + 4 = _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td><img src="image7.png" alt="Image" /></td>
<td>28 + 4 = _____</td>
<td></td>
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</tbody>
</table>

Lesson 15: Use single-digit sums to support solutions for analogous sums to 40.
8. Solve the problems.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>6 + 2 = _____</td>
<td>b.</td>
<td>16 + 2 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c.</td>
<td>26 + 2 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d.</td>
<td>36 + 2 = _____</td>
</tr>
<tr>
<td>e.</td>
<td>6 + 4 = _____</td>
<td>f.</td>
<td>16 + 4 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g.</td>
<td>26 + 4 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h.</td>
<td>36 + 4 = _____</td>
</tr>
<tr>
<td>i.</td>
<td>9 + 2 = _____</td>
<td>j.</td>
<td>19 + 2 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
<td>k.</td>
<td>29 + 2 = _____</td>
</tr>
<tr>
<td>l.</td>
<td>8 + 6 = _____</td>
<td>m.</td>
<td>18 + 6 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
<td>n.</td>
<td>28 + 6 = _____</td>
</tr>
</tbody>
</table>

Solve the problems. Show the 1-digit addition sentence that helped you solve.

9. 23 + 6 = _____  

10. 27 + 6 = _____
Lesson 15 Homework

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<tbody>
<tr>
<td><strong>1.</strong></td>
<td><img src="image1.jpg" alt="Image" /></td>
<td>5 + 4 = _____</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td><img src="image2.jpg" alt="Image" /></td>
<td>15 + 4 = _____</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td><img src="image3.jpg" alt="Image" /></td>
<td>25 + 4 = _____</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td><img src="image4.jpg" alt="Image" /></td>
<td>35 + 4 = _____</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td><img src="image5.jpg" alt="Image" /></td>
<td>8 + 4 = _____</td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td><img src="image6.jpg" alt="Image" /></td>
<td>18 + 4 = _____</td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td><img src="image7.jpg" alt="Image" /></td>
<td>28 + 4 = _____</td>
</tr>
</tbody>
</table>

Solve the problems.

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Lesson 15: Use single-digit sums to support solutions for analogous sums to 40.
Use the first number sentence in each set to help you solve the other problems.

8.  
   a. 5 + 2 = _____
   b. 15 + 2 = _____
   c. 25 + 2 = _____
   d. 35 + 2 = _____

9.  
   a. 5 + 5 = _____
   b. 15 + 5 = _____
   c. 25 + 5 = _____
   d. 35 + 5 = _____

10.  
    a. 2 + 7 = _____
    b. 12 + 7 = _____
    c. 22 + 7 = _____

11.  
    a. 7 + 4 = _____
    b. 17 + 4 = _____
    c. 27 + 4 = _____

12.  
    a. 8 + 7 = _____
    b. 18 + 7 = _____
    c. 28 + 7 = _____

13.  
    a. 3 + 9 = _____
    b. 13 + 9 = _____
    c. 23 + 9 = _____

Solve the problems. Show the 1-digit addition sentence that helped you solve.

14. 24 + 5 = _____

15. 24 + 7 = _____
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<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>16 + 3 = _____</td>
<td>17 + 3 = _____</td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>18 + 20 = _____</td>
<td>31 + 8 = _____</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>3 + 14 = _____</td>
<td>6 + 30 = _____</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>23 + 7 = _____</td>
<td>17 + 3 = _____</td>
</tr>
</tbody>
</table>
With a partner, try more problems using quick ten drawings, number bonds, or the arrow way.

9. $32 + 7 = \underline{\hspace{2cm}}$

10. $13 + 20 = \underline{\hspace{2cm}}$

11. $6 + 34 = \underline{\hspace{2cm}}$

12. $4 + 36 = \underline{\hspace{2cm}}$

13. $20 + 18 = \underline{\hspace{2cm}}$

14. $14 + 20 = \underline{\hspace{2cm}}$

15. Draw dimes and pennies to help you solve the addition problems.

   a. $16 + 20 = \underline{\hspace{2cm}}$

   b. $22 + 7 = \underline{\hspace{2cm}}$
Lesson 16 Homework

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<td><strong>Name</strong></td>
<td><strong>Date</strong></td>
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</tbody>
</table>

Draw quick tens and ones to help you solve the addition problems.

1. 17 + 2 = _____
2. 17 + 3 = _____
3. 14 + 3 = _____
4. 24 + 10 = _____

Make a number bond or use the arrow way to solve the addition problems.

5. 6 + 24 = _____
6. 14 + 20 = _____

**Lesson 16:** Add ones and ones or tens and tens.
7. Solve each addition sentence, and match.

a. \[22 + 1 = \underline{\hspace{1cm}}\]

b. \[13 + 6 = \underline{\hspace{1cm}}\]

c. \[3 + 26 = \underline{\hspace{1cm}}\]

d. \[37 + 3 = \underline{\hspace{1cm}}\]

e. \[22 + 10 = \underline{\hspace{1cm}}\]
Name ____________________________________ Date ______________

Solve the problems by drawing quick tens and ones or a number bond.

1. \(25 + 1 = \) _____ 
2. \(25 + 10 = \) _____ 

3. \(15 + 4 = \) _____ 
4. \(15 + 20 = \) _____ 

5. \(16 + 7 = \) _____ 
6. \(26 + 7 = \) _____ 

7. \(23 + 7 = \) _____ 
8. \(33 + 7 = \) _____
Lesson 17 Problem Set

9. \(16 + 20 = \)____

10. \(6 + 24 = \)____

11. Try more problems with a partner. Use your personal white board to help you solve.

a. \(4 + 26\)

b. \(28 + 4\)

c. \(32 + 7\)

d. \(20 + 18\)

e. \(9 + 23\)

f. \(9 + 27\)

Choose one problem you solved by drawing quick tens, and be ready to discuss.

Choose one problem you solved using the number bond, and be ready to discuss.
Use quick ten drawings or number bonds to make true number sentences.

1. \(13 + 20 = \) _____  
2. \(23 + 6 = \) _____  
3. \(10 + 23 = \) _____  
4. \(28 + 6 = \) _____  
5. \(26 + 7 = \) _____  
6. \(20 + 17 = \) _____  

7. How did you solve Problem 5? Why did you choose to solve it that way?
Solve using quick ten drawings or number bonds.

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<tbody>
<tr>
<td>8.</td>
<td>23 + 9 = _____</td>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
<td>24 + 10 = _____</td>
<td>11.</td>
</tr>
<tr>
<td>12.</td>
<td>28 + 9 = _____</td>
<td>13.</td>
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14. How did you solve Problem 11? Why did you choose to solve it that way?
Lesson 18 Problem Set

Name ________________________________  Date __________________

1. Each of the solutions is missing numbers or parts of the drawing. Fix each one so it is accurate and complete.

   \[13 + 8 = 21\]

   a. 
   b. 
   c. 

2. Circle the student work that correctly solves the addition problem.

   \[16 + 5\]

   a. 
   b. 
   c. 

   d. Fix the work that was incorrect by making new work in the space below with the matching number sentence.
3. Circle the student work that correctly solves the addition problem.

\[ 13 + 20 \]

a.  

\[
\begin{array}{c}
10 \\
11
\end{array}
\]

b.  

\[
\begin{array}{c}
13 \\
\rightarrow 33
\end{array}
\]

c.  

\[
\begin{array}{c}
13 + 20 = 33 \\
3 + 10 \\
10 + 20 = 30 \\
30 + 3 = 33
\end{array}
\]

d. Fix the work that was incorrect by making a new drawing in the space below with the matching number sentence.

4. Solve using quick tens, the arrow way, or number bonds.

\[ 17 + 5 = \_\_\_\_ \]

Share with your partner. Discuss why you chose to solve the way you did.
Lesson 18 Homework 14

Name ____________________________ Date ________________

1. Two students both solved the addition problem below using different methods.

\[18 + 9\]

\[
\begin{array}{c}
18 + 9 = 27 \\
\underline{2 + 7} \\
18 + 2 = 20 \\
20 + 7 = 27
\end{array}
\]

\[
\begin{array}{ccc}
18 + 9 = 27 \\
18 \times 2 \\
20 \times 7 \\
18 + 2 = 20 \\
20 + 7 = 27
\end{array}
\]

Are they both correct? Why or why not?

2. Another two students solved the same problem using quick tens.

\[
\begin{array}{c}
18 + 9 = 29 \\
\ldots \ldots \ldots \ldots \ldots \\
20 + 9 = 29
\end{array}
\]

\[
\begin{array}{c}
18 + 9 = 27 \\
\ldots \ldots \ldots \ldots \ldots \\
20 + 7 = 27
\end{array}
\]

Are they both correct? Why or why not?
3. *Circle any student work that is correct.*

\[ 19 + 6 \]

- **Student A**
  \[
  \begin{align*}
  19 + 6 & \rightarrow \underline{25} \\
  20 + 6 & = 26 \\
  \end{align*}
  \]

- **Student B**
  \[
  \begin{align*}
  19 + 6 & \rightarrow \underline{25} \\
  19 + 1 & = 20 \\
  20 + 5 & = 25 \\
  \end{align*}
  \]

- **Student C**
  \[
  \begin{align*}
  19 + 6 \rightarrow 20 \rightarrow 25 \\
  \end{align*}
  \]

Fix the student work that was incorrect by making a new drawing or drawings in the space below.

*Choose a correct student work, and give a suggestion for improvement.*
Lesson 19: Use tape diagrams as representations to solve put together/take apart with total unknown and add to with result unknown word problems.

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

1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

Lee saw __________ vegetables.

2. Kiana caught 6 lizards. Her brother caught 6 snakes. How many reptiles do they have altogether?

Kiana and her brother have __________ reptiles.

3. Anton’s team has 12 soccer balls on the field and 3 soccer balls in the coach’s bag. How many soccer balls does Anton’s team have?

Anton’s team has __________ soccer balls.
4. Emi had 13 friends over for dinner. 4 more friends came over for cake. How many friends came over to Emi’s house?

There were __________ friends.

5. 6 adults and 12 children were swimming in the lake. How many people were swimming in the lake?

There were __________ people swimming in the lake.

6. Rose has a vase with 13 flowers. She puts 7 more flowers in the vase. How many flowers are in the vase?

There are __________ flowers in the vase.
Lesson 19 Homework

Name ____________________________ Date _____________

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

1. Darnel is playing with his 4 red robots. Ben joins him with 13 blue robots. How many robots do they have altogether?

They have ________ robots.

2. Rose and Emi had a jump rope contest. Rose jumped 14 times, and Emi jumped 6 times. How many times did Rose and Emi jump?

They jumped ________ times.
3. Pedro counted the airplanes taking off and landing at the airport. He saw 7 airplanes take off and 6 airplanes land. How many airplanes did he count altogether?

Pedro counted _______ airplanes.

4. Tamra and Willie scored all the points for their team in their basketball game. Tamra scored 13 points, and Willie scored 5 points. What was their team’s score for the game?

The team’s score was _______ points.
Lesson 20 Problem Set

Name ___________________________  Date ___________

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

1. 9 dogs were playing at the park. Some more dogs came to the park. Then, there were 11 dogs. How many more dogs came to the park?

___________ more dogs came to the park.

2. 16 strawberries are in a basket for Peter and Julio. Peter eats 8 of them. How many are there for Julio to eat?

Julio has _________ strawberries to eat.

3. 13 children are on the roller coaster. 3 adults are on the roller coaster. How many people are on the roller coaster?

There are _________ people on the roller coaster.
4. 13 people are on the roller coaster now. 3 adults are on the roller coaster, and the rest are children. How many children are on the roller coaster?

There are ___________ children on the roller coaster.

5. Ben has 6 baseball practices in the morning this month. If Ben also has 6 practices in the afternoon, how many baseball practices does Ben have?

Ben has ___________ baseball practices.

6. Some yellow beads were on Tamra’s bracelet. After she put 14 purple beads on the bracelet, there were 18 beads. How many yellow beads did Tamra’s bracelet have at first?

Tamra’s bracelet had ___________ yellow beads.
Lesson 20: Recognize and make use of part–whole relationships within tape diagrams when solving a variety of problem types.

Name ___________________________________________ Date ____________

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

1. Rose has 12 soccer practices this month. 6 practices are in the afternoon, but the rest are in the morning. How many practices will be in the morning?

Rose has ______ practices in the morning.

2. Ben caught 16 fish. He put some back in the lake. He brought home 7 fish. How many fish did he put back in the lake?

Ben put ______ fish back in the lake.
Lesson 21 Problem Set

Name ___________________________         Date __________

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

1. Rose drew 7 pictures, and Willie drew 11 pictures. How many pictures did they draw all together?

   They drew ___________ pictures.

2. Darnel walked 7 minutes to Lee's house. Then, he walked to the park. Darnel walked for a total of 18 minutes. How many minutes did it take Darnel to get to the park?

   It took Darnel ___________ minutes to get to the park.

3. Emi has some goldfish. Tamra has 14 betta fish. Tamra and Emi have 19 fish in all. How many goldfish does Emi have?

   Emi has ___________ goldfish.
4. Shanika built a block tower using 14 blocks. Then, she added 4 more blocks to the tower. How many blocks are there in the tower now?

The tower is made of _________ blocks.

5. Nikil’s tower is 15 blocks tall. He added some more blocks to his tower. His tower is 18 blocks tall now. How many blocks did Nikil add?

Nikil added _________ blocks.

6. Ben and Peter caught 17 tadpoles. They gave some to Anton. They have 4 tadpoles left. How many tadpoles did they give to Anton?

They gave Anton _________ tadpoles.
Lesson 21 Homework

Name ___________________________________________  Date ________________

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

1. Fatima has 12 colored pencils in her bag. She has 6 regular pencils, too. How many pencils does Fatima have?

Fatima has _________ pencils.

2. Julio swam 7 laps in the morning. In the afternoon, he swam some more laps. He swam a total of 14 laps. How many laps did he swim in the afternoon?

Julio swam _______ laps in the afternoon.

3. Peter built 18 models. He built 13 airplanes and some cars. How many car models did he build?

Peter built _________ car models.

Lesson 21: Recognize and make use of part–whole relationships within tape diagrams when solving a variety of problem types.
4. Kiana found some shells at the beach. She gave 8 shells to her brother. Now, she has 9 shells left. How many shells did Kiana find at the beach?

Kiana found ______ shells.
Lesson 22 Problem Set

Name _____________________________       Date ______________

Use the tape diagrams to write a variety of word problems. Use the word bank if needed. Remember to label your model after you write the story.

**Topics (Nouns)**
- flowers
- goldfish
- lizards
- stickers
- rockets
- cars
- frogs
- crackers
- marbles

**Actions (Verbs)**
- hide
- eat
- go away
- give
- draw
- get
- collect
- build
- play

1. 

19

14

5

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Lesson 22: Write word problems of varied types.
Lesson 22: Write word problems of varied types.

2.

9 \hspace{1cm} 10
\hline
19
Lesson 22: Write word problems of varied types.

3. \[ \begin{array}{c}
13 \\
? \\
16
\end{array} \]
Lesson 22: Write word problems of varied types.

4. 

\[
\begin{array}{c|c}
? & 13 \\
19 &
\end{array}
\]
Name ____________________________  Date ______________

Use the tape diagrams to write a variety of word problems. Use the word bank if needed. Remember to label your model after you write the story.

### Topics (Nouns)
- flowers
- goldfish
- lizards
- stickers
- rockets
- cars
- frogs
- crackers
- marbles

### Actions (Verbs)
- hide
- eat
- go away
- give
- draw
- get
- collect
- build
- play

1. [Diagram of tape diagram with 17 units, 12 units, and 5 units]
Lesson 22: Write word problems of varied types.

2.

16

? 7
Lesson 23 Problem Set

1. Fill in the blanks, and match the pairs that show the same amount.

a.

10 10

____ tens _____ ones

b.

10 10

_____ tens _____ ones

1 ten _____ ones

c.

10 10

2 tens _____ ones

d.

2 tens _____ ones

2 tens _____ ones
2. Match the place value charts that show the same amount.

a. 
\[
\begin{array}{|c|c|}
\hline
\text{tens} & \text{ones} \\
\hline
2 & 2 \\
\hline
\end{array}
\quad \begin{array}{|c|c|}
\hline
\text{tens} & \text{ones} \\
\hline
3 & 6 \\
\hline
\end{array}
\]

b. 
\[
\begin{array}{|c|c|}
\hline
\text{tens} & \text{ones} \\
\hline
2 & 16 \\
\hline
\end{array}
\quad \begin{array}{|c|c|}
\hline
\text{tens} & \text{ones} \\
\hline
3 & 4 \\
\hline
\end{array}
\]

c. 
\[
\begin{array}{|c|c|}
\hline
\text{tens} & \text{ones} \\
\hline
2 & 14 \\
\hline
\end{array}
\quad \begin{array}{|c|c|}
\hline
\text{tens} & \text{ones} \\
\hline
1 & 12 \\
\hline
\end{array}
\]

3. Check each sentence that is true.

☐ a. 27 is the same as 1 ten 17 ones. ☐ b. 33 is the same as 2 tens 23 ones.

☐ c. 37 is the same as 2 tens 17 ones. ☐ d. 29 is the same as 1 ten 19 ones.

4. Lee says that 35 is the same as 2 tens 15 ones, and Maria says that 35 is the same as 1 ten 25 ones. Draw quick tens to show if either Lee or Maria is correct.
1. Fill in the blanks, and match the pairs that show the same amount.

   a. 10 tens ___ ones
      [Diagram of 10 tens and 3 ones]
      [Matching with 2 tens ___ ones]

   b. 10 tens ___ ones
      [Diagram of 2 tens and 5 ones]
      [Matching with 1 ten ___ ones]

   c. ___ tens ___ ones
      [Diagram of 2 tens and 5 ones]
      [Matching with 2 tens ___ ones]

   d. ___ tens ___ ones
      [Diagram of 10 ones]
      [Matching with 1 ten ___ ones]
2. Match the place value charts that show the same amount.

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

3. Check each sentence that is true.
   - a. 35 is the same as 1 ten 25 ones.
   - b. 28 is the same as 1 ten 18 ones.
   - c. 36 is the same as 2 tens 16 ones.
   - d. 39 is the same as 2 tens 29 ones.

4. Emi says that 37 is the same as 1 ten 27 ones, and Ben says that 37 is the same as 2 tens 7 ones. Draw quick tens to show if Emi or Ben is correct.
1. Solve using number bonds. Write the two number sentences that show that you added the ten first. Draw quick tens and ones if that helps you.

<table>
<thead>
<tr>
<th></th>
<th>a. 14 + 13 = _____</th>
<th>b. 13 + 24 = _____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14 + 10 = 24</td>
<td>24 + 10 = _____</td>
</tr>
<tr>
<td></td>
<td>24 + 3 = 27</td>
<td>_____ + 3 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>16 + 13 = _____</td>
<td>d. 13 + 26 = _____</td>
</tr>
<tr>
<td></td>
<td>16 + 10 = _____</td>
<td>26 + 10 = _____</td>
</tr>
<tr>
<td></td>
<td>_____ + 3 = _____</td>
<td>_____ + _____ = _____</td>
</tr>
<tr>
<td>e.</td>
<td>15 + 15 = _____</td>
<td>f. 15 + 25 = _____</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
2. Solve using number bonds or the arrow way. Part (a) has been started for you.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>15 + 13 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>14 + 23 = _____</td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>16 + 14 = _____</td>
</tr>
<tr>
<td>d.</td>
<td>14 + 26 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>21 + 17 = _____</td>
</tr>
<tr>
<td>f.</td>
<td>17 + 23 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>21 + 18 = _____</td>
</tr>
<tr>
<td>h.</td>
<td>18 + 12 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 24: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.

**Name ___________________________ Date __________________**

1. Solve using number bonds. Write the two number sentences that show that you added the ten first. Draw quick tens and ones if that helps you.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 13 + 16 = ____</td>
<td>b. 16 + 23 = ____</td>
</tr>
<tr>
<td>10 3</td>
<td>10 6</td>
</tr>
<tr>
<td>16 + 10 = 26</td>
<td>23 + 10 = ____</td>
</tr>
<tr>
<td>26 + 3 = 29</td>
<td>____ + 6 = ____</td>
</tr>
<tr>
<td>c. 16 + 14 = ____</td>
<td>d. 14 + 26 = ____</td>
</tr>
<tr>
<td>10 4</td>
<td>10 4</td>
</tr>
<tr>
<td>16 + 10 = ____</td>
<td>26 + 10 = ____</td>
</tr>
<tr>
<td>____ + 4 = ____</td>
<td>____ + ____ = ____</td>
</tr>
<tr>
<td>e. 17 + 13 = ____</td>
<td>f. 27 + 13 = ____</td>
</tr>
<tr>
<td>10 3</td>
<td></td>
</tr>
<tr>
<td>___ + ___ = ____</td>
<td>___ + ___ = ____</td>
</tr>
<tr>
<td>___ + ___ = ____</td>
<td>___ + ___ = ____</td>
</tr>
</tbody>
</table>
Lesson 24: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.

2. Solve using number bonds. Part (a) has been started for you.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>14 + 13 = ____</td>
<td>b.</td>
<td>24 + 14 = ____</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 \ 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>____ + ____ = ____</td>
<td></td>
<td>____ + ____ = ____</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>15 + 14 = ____</td>
<td>d.</td>
<td>24 + 15 = ____</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>22 + 17 = ____</td>
<td>f.</td>
<td>27 + 12 = ____</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>18 + 12 = ____</td>
<td>h.</td>
<td>28 + 12 = ____</td>
<td></td>
</tr>
</tbody>
</table>
1. Solve using number bonds. This time, add the tens first. Write the 2 number sentences to show what you did.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong></td>
<td><strong>b.</strong></td>
</tr>
<tr>
<td>11 + 14 = _____</td>
<td>21 + 14 = _____</td>
</tr>
<tr>
<td><strong>c.</strong></td>
<td><strong>d.</strong></td>
</tr>
<tr>
<td>14 + 15 = _____</td>
<td>26 + 14 = _____</td>
</tr>
<tr>
<td><strong>e.</strong></td>
<td><strong>f.</strong></td>
</tr>
<tr>
<td>26 + 13 = _____</td>
<td>13 + 24 = _____</td>
</tr>
</tbody>
</table>
2. Solve using number bonds. This time, add the ones first. Write the 2 number sentences to show what you did.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 29 + 11 = ____</td>
<td>b. 17 + 13 = ____</td>
</tr>
<tr>
<td>c. 14 + 16 = ____</td>
<td>d. 26 + 13 = ____</td>
</tr>
<tr>
<td>e. 28 + 11 = ____</td>
<td>f. 12 + 27 = ____</td>
</tr>
<tr>
<td>g. 18 + 12 = ____</td>
<td>h. 22 + 18 = ____</td>
</tr>
</tbody>
</table>
Lesson 25: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.

1. Solve using number bonds. This time, add the tens first. Write the 2 number sentences to show what you did.

   a. \( 12 + 14 = \) 
   
   b. \( 14 + 21 = \) 

   c. \( 15 + 14 = \) 
   
   d. \( 25 + 14 = \) 

   e. \( 23 + 16 = \) 
   
   f. \( 16 + 24 = \)
2. Solve using number bonds. This time, add the ones first. Write the 2 number sentences to show what you did.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>27 + 10 = ____</td>
</tr>
<tr>
<td>b.</td>
<td>27 + 13 = ____</td>
</tr>
<tr>
<td>c.</td>
<td>13 + 26 = ____</td>
</tr>
<tr>
<td>d.</td>
<td>26 + 14 = ____</td>
</tr>
<tr>
<td>e.</td>
<td>12 + 18 = ____</td>
</tr>
<tr>
<td>f.</td>
<td>18 + 21 = ____</td>
</tr>
<tr>
<td>g.</td>
<td>19 + 11 = ____</td>
</tr>
<tr>
<td>h.</td>
<td>21 + 19 = ____</td>
</tr>
</tbody>
</table>
Lesson 26: Add a pair of two-digit numbers when the ones digits have a sum greater than 10.

Name ________________________________ Date ______________

1. Solve using a number bond to add ten first. Write the 2 addition sentences that helped you.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>18 + 14 = ____</td>
<td>b.</td>
<td>14 + 17 = ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 4</td>
<td></td>
<td>10 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18 + 10 = 28</td>
<td></td>
<td>17 + 10 = 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>28 + 4 = 32</td>
<td></td>
<td>27 + 4 = 31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>19 + 15 = ____</td>
<td>d.</td>
<td>18 + 15 = ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 5</td>
<td></td>
<td>10 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19 + 10 = ____</td>
<td></td>
<td>18 + 10 = ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>____ + 5 = ____</td>
<td></td>
<td>____ + 5 = ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>19 + 13 = ____</td>
<td>f.</td>
<td>19 + 16 = ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 3</td>
<td></td>
<td>10 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19 + 10 = ____</td>
<td></td>
<td>19 + 10 = ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>____ + ____ = ____</td>
<td></td>
<td>____ + ____ = ____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Solve using a number bond to make a ten first. Write the 2 number sentences that helped you.

<table>
<thead>
<tr>
<th></th>
<th>a. $19 + 14 = \underline{\quad}$</th>
<th></th>
<th>b. $18 + 13 = \underline{\quad}$</th>
</tr>
</thead>
</table>
|   | \[
19 + 1 = 20
\] | | \[
18 + 2 = 20
\] |
|   | $20 + 13 = 33$ | | $20 + 11 = 31$ |

<table>
<thead>
<tr>
<th></th>
<th>c. $18 + 14 = \underline{\quad}$</th>
<th></th>
<th>d. $18 + 16 = \underline{\quad}$</th>
</tr>
</thead>
</table>
|   | \[
18 + 2 = \underline{\quad}
\] | | \[
18 + 2 = \underline{\quad}
\] |
|   | $20 + 12 = \underline{\quad}$ | | $\underline{\quad} + 14 = \underline{\quad}$ |

<table>
<thead>
<tr>
<th></th>
<th>e. $15 + 17 = \underline{\quad}$</th>
<th></th>
<th>f. $17 + 18 = \underline{\quad}$</th>
</tr>
</thead>
</table>
|   | \[
12 + 3 = \underline{\quad}
\] | | \[
\underline{\quad} + \underline{\quad} = \underline{\quad}
\] |
|   | $\underline{\quad} + 12 = \underline{\quad}$ | | $\underline{\quad} + \underline{\quad} = \underline{\quad}$ |
Lesson 26 Homework

1. Solve using a number bond to add ten first. Write the 2 addition sentences that helped you.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>18 + 13 =</td>
<td></td>
<td>18 + 10 = 28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 3</td>
<td></td>
<td></td>
<td>10 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28 + 3 = 31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>13 + 19 =</td>
<td></td>
<td>19 + 10 = 29</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 3</td>
<td></td>
<td></td>
<td>10 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29 + 3 = 32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>17 + 15 =</td>
<td></td>
<td>17 + 10 =</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 5</td>
<td></td>
<td></td>
<td>10 5</td>
</tr>
<tr>
<td></td>
<td>10 5</td>
<td>+ 5 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>17 + 16 =</td>
<td></td>
<td>17 + 10 =</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 6</td>
<td></td>
<td></td>
<td>10 6</td>
</tr>
<tr>
<td></td>
<td>17 + 6 =</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>17 + 14 =</td>
<td></td>
<td>17 + 10 =</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 4</td>
<td></td>
<td></td>
<td>10 4</td>
</tr>
<tr>
<td></td>
<td>17 + 10 =</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>19 + 17 =</td>
<td></td>
<td>19 + 10 =</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 7</td>
<td></td>
<td></td>
<td>10 7</td>
</tr>
<tr>
<td></td>
<td>19 + 10 =</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Solve using a number bond to make a ten first. Write the 2 number sentences that helped you.

<table>
<thead>
<tr>
<th></th>
<th>[19 + 13 = _____]</th>
<th></th>
<th>[19 + 14 = _____]</th>
</tr>
</thead>
</table>
| a | \[
19 + 1 = 20 \\
20 + 12 = 32
\]  | b | \[
19 + 1 = 20 \\
20 + 13 = 33
\]  |
|   | \[18 + 15 = \_\_\_\_\_]  |   | \[18 + 17 = \_\_\_\_\_]  |
| c | \[
18 + 2 = \_\_\_\_\_ \\
20 + 13 = \_\_\_\_\_\_
\]  | d | \[
18 + 2 = \_\_\_\_\_ \\
\_\_\_\_ + 15 = \_\_\_\_\_\_
\]  |
|   | \[18 + 19 = \_\_\_\_\_]  |   | \[19 + 19 = \_\_\_\_\_]  |
| e | \[
\_\_\_\_ + 1 = \_\_\_\_\_ \\
\_\_\_\_ + 17 = \_\_\_\_\_\_
\]  | f | \[
\_\_\_\_ + \_\_\_\_ = \_\_\_\_\_
\]  |
Name ____________________________  Date ________________

1. Solve using number bonds with pairs of number sentences. You may draw quick tens and some ones to help you.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>19 + 12 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>19 + 13 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>17 + 14 = _____</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>18 + 17 = _____</td>
</tr>
</tbody>
</table>

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### Lesson 27 Problem Set

2. Solve. You may draw quick tens and some ones to help you.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>19 + 12 = _____</td>
<td>b.</td>
<td>18 + 13 = _____</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>19 + 13 = _____</td>
<td>d.</td>
<td>18 + 15 = _____</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>19 + 16 = _____</td>
<td>f.</td>
<td>15 + 17 = _____</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>19 + 19 = _____</td>
<td>h.</td>
<td>18 + 18 = _____</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 27: Add a pair of two-digit numbers when the ones digits have a sum greater than 10.

Name ______________________________________ Date ________________

1. Solve using number bonds with pairs of number sentences. You may draw quick tens and some ones to help you.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>17 + 14 = _____</td>
</tr>
<tr>
<td>c.</td>
<td>17 + 15 = _____</td>
</tr>
<tr>
<td>e.</td>
<td>18 + 15 = _____</td>
</tr>
<tr>
<td>g.</td>
<td>19 + 15 = _____</td>
</tr>
</tbody>
</table>
Lesson 27:

Add a pair of two-digit numbers when the ones digits have a sum greater than 10.

2. Solve. You may draw quick tens and some ones to help you.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>19 + 14 = _____</td>
</tr>
<tr>
<td>b.</td>
<td>19 + 17 = _____</td>
</tr>
<tr>
<td>c.</td>
<td>18 + 17 = _____</td>
</tr>
<tr>
<td>d.</td>
<td>16 + 16 = _____</td>
</tr>
<tr>
<td>e.</td>
<td>17 + 14 = _____</td>
</tr>
<tr>
<td>f.</td>
<td>15 + 16 = _____</td>
</tr>
<tr>
<td>g.</td>
<td>19 + 19 = _____</td>
</tr>
<tr>
<td>h.</td>
<td>18 + 18 = _____</td>
</tr>
</tbody>
</table>
Lesson 28 Problem Set

Name ________________________________ Date _______________

1. Solve using quick ten drawings, number bonds, or the arrow way. Check the rectangle if you made a new ten.

   a. 23 + 12 = _____
   b. 15 + 15 = _____

   c. 19 + 21 = _____
   d. 17 + 12 = _____

   e. 27 + 13 = _____
   f. 17 + 16 = _____
2. Solve using quick ten drawings, number bonds, or the arrow way.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. $15 + 13 = _____$</td>
<td>b. $25 + 13 = _____$</td>
</tr>
<tr>
<td>c. $24 + 14 = _____$</td>
<td>d. $25 + 15 = _____$</td>
</tr>
<tr>
<td>e. $18 + 14 = _____$</td>
<td>f. $18 + 18 = _____$</td>
</tr>
<tr>
<td>g. $24 + 16 = _____$</td>
<td>h. $17 + 18 = _____$</td>
</tr>
</tbody>
</table>
Lesson 28: Add a pair of two-digit numbers with varied sums in the ones.

Solve using quick tens and ones, number bonds, or the arrow way.

a. $13 + 16 = \underline{\hspace{2cm}}$

b. $15 + 16 = \underline{\hspace{2cm}}$

c. $16 + 16 = \underline{\hspace{2cm}}$

d. $26 + 12 = \underline{\hspace{2cm}}$

e. $22 + 17 = \underline{\hspace{2cm}}$

f. $17 + 15 = \underline{\hspace{2cm}}$

g. $17 + 16 = \underline{\hspace{2cm}}$

h. $18 + 17 = \underline{\hspace{2cm}}$
### Lesson 28 Homework

Add a pair of two-digit numbers with varied sums in the ones.

<table>
<thead>
<tr>
<th>i. $24 + 13 = $</th>
<th>j. $15 + 24 = $</th>
</tr>
</thead>
<tbody>
<tr>
<td>k. $19 + 16 = $</td>
<td>l. $14 + 22 = $</td>
</tr>
<tr>
<td>m. $27 + 12 = $</td>
<td>n. $28 + 12 = $</td>
</tr>
<tr>
<td>o. $18 + 17 = $</td>
<td>p. $19 + 18 = $</td>
</tr>
</tbody>
</table>
Lesson 29 Problem Set

Name _______________________________ Date ________________

1. Solve using quick ten drawings, number bonds, or the arrow way.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>b.</td>
</tr>
<tr>
<td>13 + 12 = _____</td>
<td>23 + 12 = _____</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>c.</td>
<td>d.</td>
</tr>
<tr>
<td>13 + 16 = _____</td>
<td>23 + 16 = _____</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>e.</td>
<td>f.</td>
</tr>
<tr>
<td>13 + 27 = _____</td>
<td>17 + 16 = _____</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>g.</td>
<td>h.</td>
</tr>
<tr>
<td>14 + 18 = _____</td>
<td>18 + 17 = _____</td>
</tr>
</tbody>
</table>
2. Solve using quick ten drawings, number bonds, or the arrow way. Be prepared to discuss how you solved during the Debrief.

\[
\begin{array}{ll}
\text{a.} & 17 + 11 = \underline{\hspace{2cm}} \\
\text{b.} & 17 + 21 = \underline{\hspace{2cm}} \\
\text{c.} & 27 + 13 = \underline{\hspace{2cm}} \\
\text{d.} & 17 + 14 = \underline{\hspace{2cm}} \\
\text{e.} & 13 + 26 = \underline{\hspace{2cm}} \\
\text{f.} & 17 + 17 = \underline{\hspace{2cm}} \\
\text{g.} & 18 + 15 = \underline{\hspace{2cm}} \\
\text{h.} & 16 + 17 = \underline{\hspace{2cm}} \\
\end{array}
\]
1. Solve using quick ten drawings, number bonds, or the arrow way.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>13 + 15 = _____</td>
<td>b.</td>
<td>26 + 12 = _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>23 + 16 = _____</td>
<td>d.</td>
<td>17 + 16 = _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>14 + 17 = _____</td>
<td>f.</td>
<td>27 + 12 = _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>15 + 18 = _____</td>
<td>h.</td>
<td>18 + 16 = _____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Solve using quick ten drawings, number bonds, or the arrow way.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>b.</td>
</tr>
<tr>
<td>17 + 12 = _____</td>
<td>21 + 17 = _____</td>
</tr>
<tr>
<td>c.</td>
<td>d.</td>
</tr>
<tr>
<td>17 + 15 = _____</td>
<td>27 + 13 = _____</td>
</tr>
<tr>
<td>e.</td>
<td>f.</td>
</tr>
<tr>
<td>23 + 14 = _____</td>
<td>18 + 17 = _____</td>
</tr>
<tr>
<td>g.</td>
<td>h.</td>
</tr>
<tr>
<td>18 + 11 = _____</td>
<td>18 + 18 = _____</td>
</tr>
</tbody>
</table>
Cut Out Packet
Lesson 2: Use the place value chart to record and name tens and ones within a two-digit number.

Hide Zero cards, numeral side of ones digits
Lesson 2: Use the place value chart to record and name tens and ones within a two-digit number.

Hide Zero cards, dot side of ones digits
Lesson 2: Use the place value chart to record and name tens and ones within a two-digit number.

Hide Zero cards, numeral side of tens digits, 10–40
Lesson 2: Use the place value chart to record and name tens and ones within a two-digit number.

Hide Zero cards, dot side of tens digits, 10–40
Lesson 4: Write and interpret two-digit numbers as addition sentences that combine tens and ones.
comparison cards, p. 1. distribute each of the three cards to students.
Lesson 8: Compare quantities and numerals from left to right.

comparison cards, p. 2. distribute each of the three cards to students.
Lesson 9: Use the symbols >, =, and < to compare quantities and numerals.

double-sided alligator card.
Lesson 9: Use the symbols >, =, and < to compare quantities and numerals.

double-sided alligator card.
### Lesson 12: Add tens to a two-digit number.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>39 + 1</td>
<td>30 - 1</td>
</tr>
<tr>
<td>20 + 20</td>
<td>10 + 30</td>
</tr>
<tr>
<td>40 - 20</td>
<td>40 - 30</td>
</tr>
<tr>
<td>30 - 20</td>
<td>30 - 10</td>
</tr>
<tr>
<td>40 - 40</td>
<td>30 - 30</td>
</tr>
</tbody>
</table>

**addition and subtraction cards**
Lesson 12: Add tens to a two-digit number.

<table>
<thead>
<tr>
<th>10 + 14</th>
<th>15 + 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 + 20</td>
<td>27 + 10</td>
</tr>
<tr>
<td>29 + 10</td>
<td>20 + 19</td>
</tr>
<tr>
<td>20 + 16</td>
<td>12 + 20</td>
</tr>
</tbody>
</table>

addition and subtraction cards
Lesson 17: Add ones and ones or tens and tens.

35 + 4  24 + 3
24 + 6  28 + 4
35 + 5  22 + 8
17 + 7  31 + 6

addition and subtraction cards set 2
Lesson 17: Add ones and ones or tens and tens.

<table>
<thead>
<tr>
<th>Expression 1</th>
<th>Expression 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 + 9</td>
<td>8 + 28</td>
</tr>
<tr>
<td>26 + 8</td>
<td>3 + 33</td>
</tr>
<tr>
<td>7 + 32</td>
<td>29 + 7</td>
</tr>
<tr>
<td>3 + 18</td>
<td>18 - 3</td>
</tr>
<tr>
<td>17 - 4</td>
<td>19 - 5</td>
</tr>
</tbody>
</table>

addition and subtraction cards set 2
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>+</td>
</tr>
<tr>
<td>26</td>
<td>+</td>
</tr>
<tr>
<td>17</td>
<td>+</td>
</tr>
<tr>
<td>29</td>
<td>+</td>
</tr>
<tr>
<td>15</td>
<td>+</td>
</tr>
<tr>
<td>16</td>
<td>+</td>
</tr>
<tr>
<td>28</td>
<td>+</td>
</tr>
<tr>
<td>29</td>
<td>+</td>
</tr>
<tr>
<td>19</td>
<td>+</td>
</tr>
<tr>
<td>18</td>
<td>+</td>
</tr>
</tbody>
</table>

Lesson 29: Add a pair of two-digit numbers with varied sums in the ones.
Lesson 29: Add a pair of two-digit numbers with varied sums in the ones.

17 + 15  16 + 15
19 + 17  18 + 13
17 + 16  18 - 6
17 - 3  19 - 4

addition and subtraction cards set 3