Grade 1
Student Workbook
New York State Common Core Mathematics Curriculum

GRADE 1 • MODULE 4
Place Value, Comparison, Addition and Subtraction to 40

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Lesson 1 Problem Set

Circle groups of 10. Write the number.

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.
Lesson 1: Compare the efficiency of counting by ones and counting by tens.

Date: 9/20/13

Make a number bond to show tens and ones.

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

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

11.

12.

13.

14.

15.

16.
Lesson 1 Exit Ticket

Name ______________________________ Date ____________________

Complete the number bonds.

1. 

2. 

3. 

4. 

Lesson 1: Compare the efficiency of counting by ones and counting by tens.

Date: 9/20/13
Name _____________________________  Date ___________________

Circle groups of 10 and write the number. Say the number the Say Ten way as you count.

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.

5. There are _______ juice boxes.

6. There are _______ crayons.
Make a number bond to show tens and ones. Circle tens to help.

7. There are ________ cubes.

8. There are ________ cubes.

9. There are ________ cubes.

10. There are ________ cubes.

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

11. 18
    10
    8

12. 30
    3

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Lesson 2 Problem Set

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

1. 

17 = ____ ten ____ ones

2. 

26 = ____ tens ____ ones

3. 

28 = ____ tens ____ ones

4. 

____ tens ____ ones = 33

5. 

There are _____ balloons.

6. 

There are _____ flowers.

7. 

There are _____ marbles.

8. 

There are _____ 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.


15. 16. 

17. 18.
Match the picture to the place value chart that shows the correct tens and ones.

1. **4 0**
2. **1 7**
3. **3 3**

Lesson 2: Use the place value chart to record and name tens and ones within a two-digit number.

Date: 9/20/13
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.
Lesson 2: Use the place value chart to record and name tens and ones within a two-digit number.

Date: 9/20/13

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. 23
12. 32

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.

---

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
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.  

   | tens | ones |
   --- |------|
   1   | 7    |

9. 37 ones

10. 4 tens

11.  

12. 9 ones 2 tens

Fill in the missing numbers.

13. 15  

   | tens | ones |
   --- |------|
   1   | 5    |

14.  

   | tens | ones |
   --- |------|
   3   | 9    |
Name ___________________________________________ Date _______________________

1. 

____ tens _____ ones is the same as _____ones.

2. 

____ tens _____ ones is the same as _____ones.

3. 27

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
</table>


____ ones
Lesson 3 Homework

Name __________________________  Date _________________

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

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

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
6. 34  →  ____ tens  ____ ones  →  ____ ones

7. ____  →  38  →  ____ 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 three ways:

<table>
<thead>
<tr>
<th>As grapes:</th>
<th>In a number bond:</th>
<th>In the place value chart:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Name ________________________________ Date ____________

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 ___.
Lesson 4 Problem Set

Write the tens and ones. Then write an addition sentence to add the tens and ones.

7.  
\[ \begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
1 & 4 \\
\end{array} \]

\[ 10 + 4 = \_\_\_ \]

8.  
\[ \begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
\_\_\_ & \_\_\_ \\
\end{array} \]

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

9.  
\[ \begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
\_\_\_ & \_\_\_ \\
\end{array} \]

\[ \_\_\_ = 30 + \_\_\_ \]

10.  
\[ \begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
\_\_\_ & \_\_\_ \\
\end{array} \]

\[ \_\_\_ = 20 + \_\_\_ \]

Match.

11. 4 tens •  
12. 2 tens 7 ones •  
13. 3 more than 20 •  
14. 9 ones 3 tens •  
15. 2 ones 3 tens •

• 20 + 7  
• 40  
• 20 + 3  
• 30 + 2  
• 9 + 30
Write the tens and ones. Then write an addition sentence to add the tens and ones.

1. __ + ____ = ____

2. ____ + 4 = ____

3. ____ = 30 + ____

4. ____ = 6 + ____
Lesson 4: Write and interpret two-digit numbers as addition sentences that combine tens and ones.

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. $7 + 20 = ___$
   ____ + 30 = ___

4. __ + ___ = ___

5. 10 carrots
   10 carrots
   $20 + ____ = ____

6. __ + ____ = ____

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Match the pictures with the words.

7. 1 and 30 make ______.

8. 8 + 30 = _____.

9. 2 more than 10 is ______.

10. 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.

Date: 9/20/13

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

7.  

8.  

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

9.  

10.  

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

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

11.  

12.  

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

13.  

14.  

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

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Lesson 5 Exit Ticket

Name ____________________________ Date ________________

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

1. 

2. 

1 more than 24 is _____.

10 more than 24 is _____.

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

3. 

4. 

10 less than 30 is _____.

1 less than 30 is _____.
**Lesson 5 Homework**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td><strong>2.</strong></td>
</tr>
<tr>
<td>1 more than 38 is _____</td>
<td>10 more than 38 is _____</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.</strong></td>
<td><strong>4.</strong></td>
</tr>
<tr>
<td>1 more than 35 is _____</td>
<td>10 more than 35 is _____</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>5.</strong></td>
<td><strong>6.</strong></td>
</tr>
<tr>
<td>10 less than 23 is _____</td>
<td>1 less than 23 is _____</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>7.</strong></td>
<td><strong>8.</strong></td>
</tr>
<tr>
<td>10 less than 31 is _____</td>
<td>1 less than 31 is _____</td>
</tr>
</tbody>
</table>
Match the words to the picture that shows the right amount.

9. 
- 1 more than 23 is 24.
- 1 less than 30.

10. 
- 1 more than 23 is 24.

11. 
- 10 less than 36.

12. 
- 10 more than 20.
Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number.

Date: 9/20/13

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name __________________________ Date __________

Fill in the place value chart and the blanks.

1. 
\[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
\end{array}
\]
\[20 = \underline{\hspace{1cm}} \text{ tens}\]

2. 
\[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
\end{array}
\]
\[14 = \underline{\hspace{1cm}} \text{ ten and } \underline{\hspace{1cm}} \text{ ones}\]

3. 
\[
\begin{array}{c|c}
\text{dimes} & \text{pennies} \\
\hline
\end{array}
\]
\[\underline{\hspace{1cm}} = 3 \text{ tens } 5 \text{ ones}\]

4. 
\[
\begin{array}{c|c}
\text{dimes} & \text{pennies} \\
\hline
\end{array}
\]
\[\underline{\hspace{1cm}} = 2 \text{ tens } 6 \text{ ones}\]

5. 
\[
\begin{array}{c|c}
\text{dimes} & \text{pennies} \\
\hline
\end{array}
\]
\[\underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ tens } \underline{\hspace{1cm}} \text{ ones}\]

6. 
\[
\begin{array}{c|c}
\text{dimes} & \text{pennies} \\
\hline
\end{array}
\]
\[\underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ tens } \underline{\hspace{1cm}} \text{ ones}\]

7. 
\[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
\end{array}
\]
\[\underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ tens } \underline{\hspace{1cm}} \text{ ones}\]

8. 
\[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\hline
\end{array}
\]
\[\underline{\hspace{1cm}} \text{ tens } \underline{\hspace{1cm}} \text{ ones } = \underline{\hspace{1cm}} \]
Fill in the blank. Draw or cross off tens or ones as needed.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>10.</td>
</tr>
<tr>
<td>![Coins]</td>
<td>![Coins]</td>
</tr>
<tr>
<td>1 more than 15 is _____</td>
<td>10 more than 5 is _____</td>
</tr>
<tr>
<td>10.</td>
<td>11.</td>
</tr>
<tr>
<td>![Coins]</td>
<td>![Coins]</td>
</tr>
<tr>
<td>10 more than 30 is _____</td>
<td>1 more than 30 is _____</td>
</tr>
<tr>
<td>12.</td>
<td>13.</td>
</tr>
<tr>
<td>![Coins]</td>
<td>![Coins]</td>
</tr>
<tr>
<td>10 more than 25 is 35</td>
<td>1 less than 24 is _____</td>
</tr>
<tr>
<td>14.</td>
<td>15.</td>
</tr>
<tr>
<td>![Coins]</td>
<td>![Coins]</td>
</tr>
<tr>
<td>10 less than 24 is _____</td>
<td>10 less than 21 is _____</td>
</tr>
<tr>
<td>16.</td>
<td></td>
</tr>
<tr>
<td>![Coins]</td>
<td></td>
</tr>
<tr>
<td>1 less than 21 is _____</td>
<td></td>
</tr>
</tbody>
</table>
Fill in the blank. Draw or cross off tens or ones as needed.

1. 10 more than 23 is _____.
2. 1 more than 13 is _____.
3. 10 less than 31 is _____.
4. 1 less than 14 is _____.

Name ___________________________ Date ____________________

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

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. _____ = _____ tens _____ ones
8. _____ tens _____ ones = _____

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

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td><img src="image" alt="Crayons" /></td>
</tr>
<tr>
<td></td>
<td>1 more than 12 is _____</td>
</tr>
<tr>
<td>10.</td>
<td><img src="image" alt="Pencils" /></td>
</tr>
<tr>
<td></td>
<td>10 more than 3 is _____</td>
</tr>
<tr>
<td>11.</td>
<td><img src="image" alt="Nickels" /></td>
</tr>
<tr>
<td></td>
<td>10 more than 22 is _____</td>
</tr>
<tr>
<td>12.</td>
<td><img src="image" alt="Pennies" /></td>
</tr>
<tr>
<td></td>
<td>1 more than 22 is _____</td>
</tr>
<tr>
<td>13.</td>
<td><img src="image" alt="Dimes" /></td>
</tr>
<tr>
<td></td>
<td>1 less than 39 is _____</td>
</tr>
<tr>
<td>14.</td>
<td><img src="image" alt="Quarters" /></td>
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<tr>
<td></td>
<td>10 less than 39 is _____</td>
</tr>
<tr>
<td>15.</td>
<td><img src="image" alt="Nickels" /></td>
</tr>
<tr>
<td></td>
<td>10 less than 33 is _____</td>
</tr>
<tr>
<td>16.</td>
<td><img src="image" alt="Pennies" /></td>
</tr>
<tr>
<td></td>
<td>1 less than 33 is _____</td>
</tr>
</tbody>
</table>
For each pair, write the number of items in each set. Then circle the set with the greater number of items.

1.  
   [Diagram of sets of items]

2.  
   [Diagram of sets of items]

3.  
   [Diagram of sets of items]

4.  
   [Diagram of sets of items]

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 have 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.

7. 
   
   

8. 
   
   

9. 
   
   

10. 
    
    

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.

1 dime 2 pennies
1 penny 2 dimes

13. Circle the amount that is less. Draw or write to show how you know.

    32
    17
Lesson 7: Compare two quantities, and identify the greater or lesser of the two given numerals.

Date: 9/20/13

1. Write the number of items in each set. Then circle the set that is greater in number. Write a statement to compare the two sets.

   - 10
   - 10
   - 10
   - 10

   _____ is greater than _____  _____ is greater than _____

2. Write the number of items in each set. Then circle the set that is less in number. Say a statement to compare the two sets.

   - 10
   - 10
   - 10
   - 10

   _____ is less than _____  _____ is less than _____

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

   - coins

4. Circle the set of coins that has less value.

   - coins
Lesson 7 Homework

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. 2 tens 7 ones       3 tens 9 ones

4. ________                  ________

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

5. ________                  ________

6. ________                  ________

Circle the number that is less for each pair.

7. 2 tens 7 ones       3 tens 7 ones

8. ________                  ________

9. Circle the set of coins that has less value.

10. 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.

Date: 9/20/13

NYS COMMON CORE MATHEMATICS CURRICULUM

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 the **greater** wins.

Katelyn's total
16
Johnny's total
19

19 is greater than 16.

ROUND 2 - The total that is **less** wins.

Katelyn's total
27
Johnny's total
24

ROUND 3 - the total that is **greater** wins.

Katelyn's total
32
Johnny's total
22

ROUND 4 - the total that is **less** wins.

Katelyn's total
29
Johnny's total
26

If Katelyn's total is 39 and Johnny's total has 3 tens 9 ones, who would win the game? Draw a math drawing to explain how you know.
Lesson 7: Compare two quantities, and identify the greater or lesser of the two given numerals.

Date: 9/20/13

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name ____________________________ Date ___________________

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

   a.  
      
   20 ________________ 18

   b.  
      2 tens
      ________________
      3 tens

   c.  
      24
      ________________
      15

   d.  
      26
      ________________
      32

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 Problem Set

Lesson 8: Compare quantities and numerals from left to right.

Date: 9/20/13

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

   | 9 | 40 | 32 | 13 | 23 |

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

   | 9 | 40 | 32 | 13 | 23 |

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.

   Examples: 32, 27,....
Lesson 8 Exit Ticket

Name ___________________________  Date _______________

Write the numbers in order from greatest to least.

40
39
29
30

Complete the sentence frames using the phrases from the word bank to compare the two numbers.

17 __________________________ 24

23 __________________________ 2 tens 3 ones

29 __________________________ 20
Lesson 8: Compare quantities and numerals from left to right.

Date: 9/20/13

Word Bank
- is greater than
- is less than
- is equal to

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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>1 ten 5 ones</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
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<td>14</td>
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<td>31</td>
<td>13</td>
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<tr>
<td>23</td>
<td>33</td>
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</tr>
</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**.

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

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**.

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

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**.

\[
9 \ 3 \ 4 \ 2
\]

Examples: 34, 29...
Comparison cards, p. 1. Print double-sided on cardstock. Distribute each of the three cards to students.
Comparison cards, p. 2. Print double-sided on cardstock. Distribute each of the three cards to students.

<table>
<thead>
<tr>
<th>less than</th>
<th>equal to</th>
<th>less than</th>
<th>greater than</th>
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</thead>
<tbody>
<tr>
<td>greater than</td>
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<tr>
<td>equal to</td>
<td>less than</td>
<td>greater than</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 9 Problem Set

Name ___________________________ Date __________________

1. Circle the alligator that is eating the greater number.

| a. 40 > 20     | b. 30 > 10     | c. 18 > 14     | d. 36 > 19     |

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 |
| a. G      | b. G      | c. L      |

| d. 20  > 2 | e. 36  < 35 | f. 20  > 19 |
| d. G      | e. L      | f. G      |

| g. 31  > 13 | h. 23  < 32 | i. 21  < 12 |
| g. G      | h. L      | i. L      |
3. If the alligator is eating the *greater* number, circle it. If not, redraw the alligator.

   a. \[20 \quad \text{\textgreater} \quad 19\]
   
   b. \[32 \quad \text{\textless} \quad 23\]

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

   a. \[
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   1 & 2 \\
   \end{array}
   \quad \text{\textgreater} \quad
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   1 & 1 \\
   \end{array}
   
   b. \[
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   2 & 7 \\
   \end{array}
   \quad \text{\textgreater} \quad
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   2 & 2 \\
   \end{array}
   
   c. \[
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   2 & 5 \\
   \end{array}
   \quad \text{\textgreater} \quad
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   5 & 5 \\
   \end{array}
   
   d. \[
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   8 & 8 \\
   \end{array}
   \quad \text{\textless} \quad
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   3 & 8 \\
   \end{array}
   
   e. \[
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   2 & 1 \\
   \end{array}
   \quad \text{\textgreater} \quad
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   2 & 2 \\
   \end{array}
   
   f. \[
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   2 & 4 \\
   \end{array}
   \quad \text{\textless} \quad
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   4 & 4 \\
   \end{array}
   
   g. \[
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   1 & 8 \\
   \end{array}
   \quad \text{\textgreater} \quad
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   5 & 5 \\
   \end{array}
   
   h. \[
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   2 & 1 \\
   \end{array}
   \quad \text{\textgreater} \quad
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   9 & 9 \\
   \end{array}
   
   i. \[
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   7 & 7 \\
   \end{array}
   \quad \text{\textless} \quad
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   2 & 1 \\
   \end{array}
   
   j. \[
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   1 & 4 \\
   \end{array}
   \quad \text{\textgreater} \quad
   \begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   4 & 4 \\
   \end{array}
Name ___________________________ Date ________________

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.

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<thead>
<tr>
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<tbody>
<tr>
<td>a.</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>b.</td>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>c.</td>
<td>17</td>
<td>25</td>
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<tr>
<td>d.</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>e.</td>
<td>27</td>
<td>28</td>
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<tr>
<td>f.</td>
<td>30</td>
<td>21</td>
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<tr>
<td>g.</td>
<td>12</td>
<td>21</td>
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<tr>
<td>h.</td>
<td>31</td>
<td>13</td>
</tr>
<tr>
<td>i.</td>
<td>32</td>
<td>23</td>
</tr>
</tbody>
</table>

**Note:** Use the symbols >, =, and < to compare quantities and numerals.
Name ___________________________ Date ______________

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 gator is eating the 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
      ——— ———
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
Alligator template, double-sided on cardstock for the teacher.

greater than
Use the symbols >, =, and < to compare quantities and numerals.

Alligator template, double-sided on cardstock for the teacher.
Lesson 10: Use the symbols >, =, and < to compare quantities and numerals.

Date: 9/20/13

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.

a. 27 〇 24
b. 31 〇 28
c. 10 〇 13
d. 13 〇 15
e. 31 〇 29
f. 38 〇 18
g. 27 〇 17
h. 32 〇 21
i. 12 〇 21
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.

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

c. 2 tens 4 ones | is greater than | 34 | d. 20 | is greater than | 2 tens 0 ones |
| is less than |   |   | is equal to |   |   |
| is equal to |   |   |   |   |   |

| e. 31 | is greater than | 13 | f. 12 | is greater than | 21 |
| is less than |   |   | is equal to |   |   |
| is equal to |   |   |   |   |   |

| g. 17 | is greater than | 3 ones 1 ten | h. 30 | is greater than | 0 tens 30 ones |
| is less than |   |   | is equal to |   |   |
| is equal to |   |   |   |   |   |
Circle the correct words to make the sentence true. Use >, <, or = and numbers to write a true number sentence.

a. 29 _____ 2 tens 6 ones
b. 1 ten 8 ones _____ 19

c. 2 tens 9 ones _____ 40
d. 39 _____ 4 tens 0 ones
1. 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

b. 23 ____________ 33

c. 36 ____________ 36

d. 25 ____________ 32

e. 38 ____________ 28

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

Date: 9/20/13

**g.** 1 ten 5 ones _______ 14
1 ten 5 ones _______ 14

**h.** 3 tens _______ 30
3 tens _______ 30

**i.** 29 _______ 2 tens 7 ones
29 _______ 2 tens 7 ones

**j.** 19 _______ 2 tens 3 ones
19 _______ 2 tens 3 ones

**k.** 3 tens 1 one _______ 13
3 tens 1 one _______ 13

**l.** 35 _______ 3 tens 5 ones
35 _______ 3 tens 5 ones

**m.** 2 tens 3 ones _______ 32
2 tens 3 ones _______ 32

**n.** 3 tens _______ 36
3 tens _______ 36

**o.** 29 _______ 3 tens 9 ones
29 _______ 3 tens 9 ones

**p.** 4 tens _______ 39
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

5. ____ tens - ____ ten = ____ tens

6. ____ tens - ____ tens = ____ tens
Lesson 11 Problem Set

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

Date: 9/20/13

4.C.10

11. Fill in the missing numbers. Match the related addition and subtraction facts.
   a. 4 tens - 2 tens = _____
   b. 40 - 30 = _____
   c. 30 - 20 = _____

12. Fill in the missing numbers.
   a. 20 + 20 = _____
   b. 30 - 20 = _____
   c. 10 + _____ = 40
   d. 20 - _____ = 0
   e. 40 - _____ = 10
   f. _____ + _____ = 30
1. Complete the number bonds and number sentences.

1 ten + 1 ten = _____ tens

_____ + _____ = ______

2. _____ tens = _____ tens + _____ ten

______ = ______ + ______

3. _____ tens - _____ ten = _____ tens

_____ - ______ = ______

4. _____ tens - _____ tens = _____ tens

______ - ______ = ______
Name ______________________________ Date ________________

Draw a number bond and complete the number sentences to match the pictures.

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<tbody>
<tr>
<td>1.</td>
<td>2.</td>
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<tr>
<td>20 + 10 = 30</td>
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<tr>
<td>3.</td>
<td>4.</td>
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<tbody>
<tr>
<td>5.</td>
<td>6.</td>
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</tbody>
</table>

1. ____ tens + ____ ten = ____ tens

2. ____ tens = ____ ten + ____ tens

3. ____ tens - ____ ten = ____ ten

4. ____ tens - ____ tens = ____ tens

5. ____ tens - ____ tens = ____ tens

6. ____ tens + ____ tens = ____ tens
Draw quick tens and a number bond to help you solve the number sentences.

7. 

\[ 10 + 20 = \_\_\_\_\_ \]

8. 

\[ 30 - 10 = \_\_\_\_\_ \]

9. 

\[ 20 - 10 = \_\_\_\_\_ \]

10. 

\[ 30 + 10 = \_\_\_\_\_ \]

Add or subtract.

11. \( 2 \text{ tens} + 1 \text{ ten} = \_\_\_\_\_ \)

12. \( 20 + 20 = \_\_\_\_\_ \)

13. \( 40 - 10 = \_\_\_\_\_ \)

14. \( \_\_\_\_\_ = 20 + 10 \)

15. \( 3 \text{ tens} - 2 \text{ tens} = \_\_\_\_\_ \)

16. \( 20 - 10 = \_\_\_\_\_ \)

17. \( 10 - 10 = \_\_\_\_\_ \)

18. \( \_\_\_\_\_ = 30 + 10 \)

19. \( 40 - 30 = \_\_\_\_\_ \)
Lesson 11 Template

Add and subtract tens from a multiple of 10.

Date: 9/20/13
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. \[20 + 14 = ____\]
Use arrow notation to solve.

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<tbody>
<tr>
<td>7.</td>
<td>13</td>
<td>+10</td>
</tr>
<tr>
<td>8.</td>
<td>19</td>
<td>+</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>+10</td>
</tr>
<tr>
<td>10.</td>
<td>26</td>
<td>+20</td>
</tr>
<tr>
<td>11.</td>
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<tr>
<td>12.</td>
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Use the dimes and pennies to complete the place value charts and the number sentences.

11. 

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
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12. 

<table>
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<th>tens</th>
<th>ones</th>
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</tbody>
</table>
Complete the number sentences. Use quick tens, the arrow way, or coins to show your thinking.

28 + 10 = _____

14 + 20 = _____
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. \[
\begin{array}{c|c}
\text{tens} & \text{ones} \\
1 & 7 \\
\end{array}
\quad + \quad
\begin{array}{c|c}
\text{tens} & \text{ones} \\
1 & 0 \\
\end{array}
\Rightarrow
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\_ & \_ \\
\end{array}
\quad + 
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\_ & \_ \\
\end{array} =
\begin{array}{c|c}
\text{tens} & \text{ones} \\
\_ & \_ \\
\end{array}
\]

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

Use arrow notation to solve.

7. \[
19 \quad +10 \\
\Rightarrow 29
\]

8. \[
9 \quad +30 \\
\Rightarrow 39
\]

9. \[
\_ \quad +10 \\
\Rightarrow 38
\]

10. \[
\_ \quad +20 \\
\Rightarrow 31
\]
Use the dimes and pennies to complete the place value charts.

11. [Diagram with coins]

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
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<tbody>
<tr>
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<td>+</td>
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</tbody>
</table>

= [Diagram with coins]

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
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<tbody>
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Lesson 12: Add tens to a two-digit number.

Date: 9/20/13

G1-M4-Topic C Flashcards

39 + 1
20 + 20
40 - 20
30 - 20

30 - 1
10 + 30
40 - 30
30 - 10

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Lesson 12: Add tens to a two-digit number.

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<tbody>
<tr>
<td><strong>40 - 40</strong></td>
<td><strong>30 - 30</strong></td>
</tr>
<tr>
<td><strong>10 + 14</strong></td>
<td><strong>15 + 20</strong></td>
</tr>
<tr>
<td><strong>12 + 20</strong></td>
<td><strong>27 + 10</strong></td>
</tr>
<tr>
<td><strong>29 + 10</strong></td>
<td><strong>20 + 19</strong></td>
</tr>
<tr>
<td><strong>20 + 16</strong></td>
<td><strong>12 + 20</strong></td>
</tr>
</tbody>
</table>
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.

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<tbody>
<tr>
<td>1.</td>
<td>22 + 6 = _____</td>
</tr>
<tr>
<td>2.</td>
<td>_____ + 3 = _____</td>
</tr>
<tr>
<td>3.</td>
<td>12 + _____ = _____</td>
</tr>
<tr>
<td>4.</td>
<td>_____ + _____ = _____</td>
</tr>
<tr>
<td>5.</td>
<td>24 + 6 = _____</td>
</tr>
<tr>
<td>6.</td>
<td>24 + 3 = _____</td>
</tr>
</tbody>
</table>
Draw quick tens, ones, and number bonds to solve. Complete the place value chart.

7. \[21 + 9 = \_____{\text{tens}} \quad \_____{\text{ones}}\]

8. \[21 + 7 = \_____{\text{tens}} \quad \_____{\text{ones}}\]

9. \[13 + 7 = \_____{\text{tens}} \quad \_____{\text{ones}}\]

10. \[26 + 4 = \_____{\text{tens}} \quad \_____{\text{ones}}\]

11. \[32 + 3 = \_____{\text{tens}} \quad \_____{\text{ones}}\]

12. \[38 + 2 = \_____{\text{tens}} \quad \_____{\text{ones}}\]
Fill in the place value chart and write a number sentence to match the picture.

1. Fill in the place value chart and write a number sentence to match the picture.

   
   
   
   

2. Fill in the place value chart and write a number sentence to match the picture.

   
   
   
   

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

3. \[33 + 6 = \underline{\hspace{2cm}}\]

4. \[23 + 7 = \underline{\hspace{2cm}}\]
Use quick tens and ones to complete the place value chart and number sentence.

1. \[21 + 4 = \] 
2. \[21 + 8 = \]
3. \[25 + 4 = \]
4. \[25 + 5 = \]
5. \[33 + 3 = \]
6. \[33 + 7 = \]
Draw quick tens, ones, and number bonds to solve. Complete the place value chart.

7. \[26 + 2 = \quad \text{tens} \quad \text{ones}\]

8. \[36 + 3 = \quad \text{tens} \quad \text{ones}\]

9. \[26 + 4 = \quad \text{tens} \quad \text{ones}\]

10. \[24 + 6 = \quad \text{tens} \quad \text{ones}\]

Solve. You may draw quick tens and ones or number bonds to help.

11. a. \[22 + 7 = \quad \]  b. \[22 + 8 = \quad \]  c. \[32 + 8 = \quad \]
Use the pictures or draw quick tens and ones. Complete the number sentence and place value chart.

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<tbody>
<tr>
<td>1.</td>
<td>18 + 1 = _____</td>
</tr>
<tr>
<td>![tens ones]</td>
<td>![tens ones]</td>
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<tr>
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<td>18 + 2 = _____</td>
</tr>
<tr>
<td>![tens ones]</td>
<td>![tens ones]</td>
</tr>
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<td>18 + 5 = _____</td>
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<td>![tens ones]</td>
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<td>![tens ones]</td>
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<td>7.</td>
<td>16 + 4 = _____</td>
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<td>![tens ones]</td>
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<tr>
<td>8.</td>
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<td>![tens ones]</td>
</tr>
<tr>
<td>9.</td>
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<td>![tens ones]</td>
<td>![tens ones]</td>
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</table>
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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<td>tens</td>
<td>ones</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>17 + 5 = _____</td>
<td>tens</td>
<td>ones</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>25 + 4 = _____</td>
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<td>ones</td>
<td></td>
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<tr>
<td>13.</td>
<td>25 + 6 = _____</td>
<td>tens</td>
<td>ones</td>
<td></td>
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<tr>
<td>14.</td>
<td>34 + 4 = _____</td>
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<td>ones</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>34 + 8 = _____</td>
<td>tens</td>
<td>ones</td>
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</table>
Draw quick tens and ones. Complete number sentence and place value chart.

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<tr>
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<tr>
<td>2.</td>
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<td>tens  ones</td>
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<td>17 + 6 = _____</td>
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<td>tens  ones</td>
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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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<td>32 + 7 = _____</td>
</tr>
<tr>
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<td>tens  ones</td>
</tr>
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<td>5.</td>
<td>26 + 9 = _____</td>
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<td>tens  ones</td>
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</table>
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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<tr>
<td></td>
<td>[Diagram of 15]</td>
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<td></td>
<td>[Diagram of 3]</td>
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<tr>
<td></td>
<td>tens ones</td>
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<td>2.</td>
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<td></td>
<td>[Diagram of 15]</td>
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<td>[Diagram of 5]</td>
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<td>3.</td>
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<tr>
<td></td>
<td>[Diagram of 15]</td>
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<td></td>
<td>[Diagram of 6]</td>
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<td></td>
<td>tens ones</td>
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<tr>
<td>4.</td>
<td>28 + 2 = _____</td>
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<tr>
<td></td>
<td>[Diagram of 28]</td>
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<tr>
<td></td>
<td>[Diagram of 2]</td>
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<tr>
<td></td>
<td>tens ones</td>
</tr>
<tr>
<td>5.</td>
<td>28 + 4 = _____</td>
</tr>
<tr>
<td></td>
<td>[Diagram of 28]</td>
</tr>
<tr>
<td></td>
<td>[Diagram of 4]</td>
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<tr>
<td></td>
<td>tens ones</td>
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<tr>
<td>6.</td>
<td>28 + 7 = _____</td>
</tr>
<tr>
<td></td>
<td>[Diagram of 28]</td>
</tr>
<tr>
<td></td>
<td>[Diagram of 7]</td>
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<tr>
<td></td>
<td>tens ones</td>
</tr>
<tr>
<td>7.</td>
<td>17 + 3 = _____</td>
</tr>
<tr>
<td></td>
<td>[Diagram of 17]</td>
</tr>
<tr>
<td></td>
<td>[Diagram of 3]</td>
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<td></td>
<td>tens ones</td>
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<td>8.</td>
<td>17 + 7 = _____</td>
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<tr>
<td></td>
<td>[Diagram of 17]</td>
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<tr>
<td></td>
<td>[Diagram of 7]</td>
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<td></td>
<td>tens ones</td>
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<tr>
<td>9.</td>
<td>27 + 7 = _____</td>
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<tr>
<td></td>
<td>[Diagram of 27]</td>
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<tr>
<td></td>
<td>[Diagram of 7]</td>
</tr>
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<td></td>
<td>tens ones</td>
</tr>
</tbody>
</table>
Make a number bond to solve. Show your thinking with number sentences or the arrow way. Complete the place value chart.

6. \[13 + 6 = \underline{\hspace{2cm}}\]

7. \[13 + 7 = \underline{\hspace{2cm}}\]

8. \[25 + 5 = \underline{\hspace{2cm}}\]

9. \[25 + 8 = \underline{\hspace{2cm}}\]

10. \[24 + 8 = \underline{\hspace{2cm}}\]

11. \[23 + 9 = \underline{\hspace{2cm}}\]
Solve the problems.

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<tbody>
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<td>1.</td>
<td>[5 + 3 = _____]</td>
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<tr>
<td>2.</td>
<td>[15 + 3 = _____]</td>
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<tr>
<td>3.</td>
<td>[25 + 3 = _____]</td>
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<tr>
<td>4.</td>
<td>[35 + 3 = _____]</td>
<td></td>
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<tr>
<td>5.</td>
<td>[8 + 4 = _____]</td>
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<tr>
<td>6.</td>
<td>[18 + 4 = _____]</td>
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</tr>
<tr>
<td>7.</td>
<td>[28 + 4 = _____]</td>
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</table>
8. Solve the problems.

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

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

9. $23 + 6 = _____$  

10. $27 + 6 = _____$
1. Solve the problems.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a.</td>
<td></td>
<td>$7 + 5 = ___$</td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td>$17 + 5 = ___$</td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td>$27 + 5 = ___$</td>
</tr>
</tbody>
</table>

Solve the problems.

2.  
   a. $5 + 3 = _____$  
   b. $15 + 3 = _____$  
   c. $25 + 3 = _____$  
   d. $35 + 3 = _____$  
   
3.  
   a. $5 + 8 = _____$  
   b. $15 + 8 = _____$  
   c. $25 + 8 = _____$  


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</thead>
<tbody>
<tr>
<td>1.</td>
<td>5 + 4 = _____</td>
<td>2.</td>
<td>15 + 4 = _____</td>
<td>3.</td>
<td>25 + 4 = _____</td>
<td>4.</td>
</tr>
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</tr>
<tr>
<td>5.</td>
<td>8 + 4 = _____</td>
<td>6.</td>
<td>18 + 4 = _____</td>
<td>7.</td>
<td>28 + 4 = _____</td>
<td></td>
</tr>
</tbody>
</table>

Solve the problems.
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 = _____
Name _______________________________ Date ________________

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

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

9.  32 + 7 = _____

10.  13 + 20 = _____

11.  6 + 34 = _____

12.  4 + 36 = _____

13.  20 + 18 = _____

14.  14 + 20 = _____

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

    16 + 20 = _____

    22 + 7 = _____
Solve using quick ten drawings to show your work.

Draw number bonds to solve.

Draw dimes and pennies to help you solve the addition problem.
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 = _____
Solve each addition sentence and match.

22 + 1 = _____

13 + 6 = _____

3 + 26 = _____

37 + 3 = _____

22 + 10 = _____
Solve the problems by drawing quick tens and ones or a number bond.

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<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>(25 + 1) = ____</td>
<td>(25 + 10) = ____</td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>(15 + 4) = ____</td>
<td>(15 + 20) = ____</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>(16 + 7) = ____</td>
<td>(26 + 7) = ____</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>(23 + 7) = ____</td>
<td>(33 + 7) = ____</td>
</tr>
</tbody>
</table>
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.
Find the totals using quick ten drawings or number bonds.

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<tbody>
<tr>
<td>1.</td>
<td>$17 + 8$</td>
</tr>
<tr>
<td>2.</td>
<td>$28 + 7$</td>
</tr>
<tr>
<td>3.</td>
<td>$24 + 10$</td>
</tr>
<tr>
<td>4.</td>
<td>$19 + 20$</td>
</tr>
</tbody>
</table>
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>
</tr>
<tr>
<td>9.</td>
<td>27 + 7 = _____</td>
</tr>
<tr>
<td>10.</td>
<td>24 + 10 = _____</td>
</tr>
<tr>
<td>11.</td>
<td>20 + 18 = _____</td>
</tr>
<tr>
<td>12.</td>
<td>28 + 9 = _____</td>
</tr>
<tr>
<td>13.</td>
<td>29 9 = _____</td>
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</tbody>
</table>

14. How did you solve Problem 11? Why did you choose to solve it that way?
G1-M4-Topic D Flashcards (and Review Subtraction)

| 35 + 4 | 24 + 3 |
| 24 + 6 | 28 + 4 |
| 35 + 5 | 22 + 8 |
| 17 + 7 | 31 + 6 |
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. 
   b. 
   c. 

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

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.
Circle the work that correctly solves the addition problem.

\[ 17 + 9 \]

Fix the work that was incorrect by making a new drawing in the space below with the matching number sentence.
1. Two students both solved the addition problem below using different methods.

\[ 18 + 9 \]

\[
\begin{align*}
18 + 9 &= 27 \\
20 + 7 &= 27 \\
\end{align*}
\]

\[
\begin{align*}
18 + 2 &= 20 \\
18 + 7 &= 27 \\
\end{align*}
\]

Are they both correct? Why or why not?

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

\[
\begin{align*}
18 + 9 &= 29 \\
20 + 9 &= 29 \\
\end{align*}
\]

\[
\begin{align*}
18 + 7 &= 27 \\
20 + 7 &= 27 \\
\end{align*}
\]

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

19 + 6

Student A

\[
\begin{align*}
19 + 6 \\
20 + 6 &= 26
\end{align*}
\]

Student B

\[
\begin{align*}
19 + 6 \\
19 + 1 &= 20 \\
20 + 5 &= 25
\end{align*}
\]

Student C

\[
\begin{align*}
19 + 6 \\
19 + 20 &= 25
\end{align*}
\]

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

Choose the correct answers and give a suggestion for improvement.
Share and critique peer strategies for adding two-digit numbers.
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 squash 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. Four more friends came over for cake. How many friends came over to Emi’s house?

There were __________ friends.

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

1. Peter counts the number of lightning bolts during a storm, and Lee counts the rumbles of thunder. Peter counts 14 lightning bolts, and Lee counts 6 rumbles of thunder. How many lightning bolts and thunder rumbles did they count in all?

They count _______________ lightning bolts and thunder rumbles.
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 have a jump rope contest. Rose jumps 14 times and Emi jumps 6 times. How many times did Rose and Emi jump?

They jumped _________ times.
3. Pedro counts the airplanes taking off and landing at the airport. He sees 17 airplanes take off and 6 airplanes land. How many airplanes did he count altogether?

Pedro counts _______ airplanes.

4. Tamra and Willie score all the points for their team in their basketball game. Tamra scores 13 points, and Willie scores 8 points. What was their team’s score for the game?

The team’s score was _______ points.
Read the word problem.

Draw a tape diagram and label.

Write a number sentence and a statement that matches the story.

1. Nine 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. Sixteen strawberries are in a basket for Peter and Julio. Peter ate 8 of them. How many are there for Julio to eat?

   Julio has __________ strawberries to eat.

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

   There are __________ people on the roller coaster.
4. Thirteen people are on the roller coaster now. Three 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.
There were 6 turtles in the tank. Dad bought some more turtles. Now there are 12 turtles. How many turtles did Dad buy?

Dad bought ____________ turtles.
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. Six 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 catches 16 fish. He puts some back in the lake. He brings home 7 fish. How many fish did he put back in the lake?

   Ben put ______ fish back in the lake.
3. Nikil solved 9 problems on the first sprint. He solved 12 problems on the second sprint. How many problems did he solve on the two sprints?

Nikil solved ______ problems on the sprints.

4. Shanika returned some books to the library. She had 16 books at first, and she still has 13 books left. How many books did she return to the library?

Shanika returned ______ books to the library.
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 altogether?

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 he walk to get to the park?

Darnel walked _______ minutes to the park.

3. Emi has some goldfish. Tamra has 14 Beta 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.
1. Shanika read some pages on Monday. On Tuesday, she read 6 pages. She read 13 pages in the 2 days. How many pages did she read on Monday?

Shanika read _________ pages on Monday.
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.

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.
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

A. 19

14

5

<table>
<thead>
<tr>
<th>14</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>o o o o o o o</td>
<td>• • • • ••</td>
</tr>
</tbody>
</table>
Lesson 22: Write word problems of varied types.
Date: 9/20/13

B.

19

9 10

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Lesson 22: Write word problems of varied types.

Date: 9/20/13

4.E.45

C. 16

13  ?

D. 19

?  13
Circle the 2 story problems that match the tape diagram.

A. There are 14 ants on the picnic blanket. Then some more ants came over. Now there are 17 ants on the picnic blanket. How many ants came over?

B. Fourteen children are on the playground from one class. Then 17 children from another class came to the playground. How many children are on the playground now?

C. Seventeen grapes were on the plate. Willie ate 14 grapes. How many grapes are on the plate now?
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.

<table>
<thead>
<tr>
<th>Topics (Nouns)</th>
<th>Actions (Verbs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>flowers</td>
<td>hide</td>
</tr>
<tr>
<td>goldfish</td>
<td>eat</td>
</tr>
<tr>
<td>lizards</td>
<td>go away</td>
</tr>
<tr>
<td>stickers</td>
<td>give</td>
</tr>
<tr>
<td>rockets</td>
<td>draw</td>
</tr>
<tr>
<td>cars</td>
<td>get</td>
</tr>
<tr>
<td>frogs</td>
<td>collect</td>
</tr>
<tr>
<td>crackers</td>
<td>build</td>
</tr>
<tr>
<td>marbles</td>
<td>play</td>
</tr>
</tbody>
</table>

A.

17

12

5
B.

\[ \begin{array}{c}
7 \\
? \\
16 \\
7
\end{array} \]
Lesson 23 Problem Set

Name ___________________________ Date ________________

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

   a. \[10 + 10 + 10 = \quad \text{_____ tens _____ ones}\]

   b. \[
      \begin{array}{c}
      \hline
      \hline
      \hline \\
      \end{array}
      \quad \text{_____ tens _____ ones}
      \begin{array}{c}
      \hline
      \hline
      \hline \\
      \end{array}
   \]

   c. \[10 + 10 = \quad 2 \text{ tens _____ ones}\]

   d. \[
      \begin{array}{c}
      \hline
      \hline
      \hline \\
      \end{array}
      \quad \text{2 tens _____ ones}
      \begin{array}{c}
      \hline
      \hline
      \hline \\
      \end{array}
   \]
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>2</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

3. Check each sentence that is true.

- [ ] 27 is the same as 1 ten 17 ones.
- [x] 33 is the same as 2 tens 23 ones.
- [ ] 37 is the same as 2 tens 17 ones.
- [ ] 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 Lee or Maria is correct.
Match the place value charts that show the same amount.

Tamra says that 24 is the same as 1 ten 14 ones, and Willie says that 24 is the same as 2 tens 14 ones. Draw quick tens to show if Tamra or Willie is correct.
1. Fill in the blanks and match the pairs that show the same amount.

a. 10 10
   ____ tens ____ ones
   2 tens ____ ones

b. 10 10
   ____ tens ____ ones
   1 ten ____ ones

c. 10 10
   ____ tens ____ ones
   2 tens ____ ones

d. 10
   ____ tens ____ ones
   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>1</td>
<td>16</td>
</tr>
<tr>
<td>0</td>
<td>21</td>
</tr>
</tbody>
</table>

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

3. Check each sentence that is true.

- [ ] 35 is the same as 1 ten 25 ones.
- [ ] 28 is the same as 1 ten 18 ones.
- [ ] 36 is the same as 2 tens 16 ones.
- [ ] 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.
### Lesson 24 Problem Set

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.

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</thead>
<tbody>
<tr>
<td>a.</td>
<td>14 + 13 = 27</td>
<td>b.</td>
<td>13 + 24 = 37</td>
<td></td>
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<tr>
<td></td>
<td>14 + 10 = 24</td>
<td></td>
<td>24 + 10 = 34</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>24 + 3 = 27</td>
<td></td>
<td>____ + 3 = ____</td>
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<tr>
<td>c.</td>
<td>16 + 13 = 29</td>
<td>d.</td>
<td>13 + 26 = 39</td>
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<tr>
<td></td>
<td>16 + 10 = 26</td>
<td></td>
<td>26 + 10 = 36</td>
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<td></td>
<td>____ + 3 = ____</td>
<td></td>
<td>____ + ____ = ____</td>
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</tr>
<tr>
<td>e.</td>
<td>15 + 15 = 30</td>
<td>f.</td>
<td>15 + 25 = 40</td>
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<tr>
<td></td>
<td>____ + ____ = ____</td>
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<td>____ + ____ = ____</td>
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<td>____ + ____ = ____</td>
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</tbody>
</table>

Name ___________________________ Date ____________

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2. Solve using number bonds or the arrow way. The first row has been started for you.

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<table>
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<tr>
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<tbody>
<tr>
<td>a.</td>
<td>15 + 13 = _____</td>
<td>b.</td>
<td>14 + 23 = _____</td>
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<tr>
<td></td>
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<td>10</td>
<td>3</td>
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</table>

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</tr>
</thead>
<tbody>
<tr>
<td>c.</td>
<td>16 + 14 = _____</td>
<td>d.</td>
<td>14 + 26 = _____</td>
<td></td>
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</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>e.</td>
<td>21 + 17 = _____</td>
<td>f.</td>
<td>17 + 23 = _____</td>
<td></td>
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</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>g.</td>
<td>21 + 18 = _____</td>
<td>h.</td>
<td>18 + 12 = _____</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 24 Exit Ticket

Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.

Name ___________________________ Date _____________

a. 13 + 26 = ______

\[ \_\_\_ + \_\_\_ = \_\_\_ \]

\[ \_\_\_ + \_\_\_ = \_\_\_ \]

b. 19 + 21 = ______

\[ \_\_\_ + \_\_\_ = \_\_\_ \]

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

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<tbody>
<tr>
<td>a. 13 + 16 = ____</td>
<td>b. 16 + 23 = ____</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 3</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>16 + 10 = 26</td>
<td>23 + 10 = ____</td>
<td></td>
</tr>
<tr>
<td>26 + 3 = 29</td>
<td>____ + 6 = _____</td>
<td></td>
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</tbody>
</table>

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<tbody>
<tr>
<td>c. 16 + 14 = ____</td>
<td>d. 14 + 26 = ____</td>
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</tr>
<tr>
<td></td>
<td>10 4</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 + 10 = ____</td>
<td>26 + 10 = _____</td>
<td></td>
</tr>
<tr>
<td></td>
<td>____ + 4 = _____</td>
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<tbody>
<tr>
<td>e. 17 + 13 = ____</td>
<td>f. 27 + 13 = ____</td>
<td></td>
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<tr>
<td></td>
<td>10 3</td>
<td></td>
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<tr>
<td></td>
<td>____ + ____ = _____</td>
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<tr>
<td></td>
<td>____ + ____ = _____</td>
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</tbody>
</table>
2. Solve using number bonds. The first row has been started for you.

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>a.</td>
<td>b.</td>
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<tr>
<td>14 + 10 = _____</td>
<td>24 + 14 = _____</td>
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<td></td>
<td></td>
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<tr>
<td>14 + 13 = _____</td>
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</tr>
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<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>10 3</td>
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<tr>
<td>c.</td>
<td>d.</td>
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<td></td>
</tr>
<tr>
<td>15 + 14 = _____</td>
<td>24 + 15 = _____</td>
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<td></td>
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<tr>
<td>e.</td>
<td>f.</td>
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<td></td>
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<tr>
<td>22 + 17 = _____</td>
<td>27 + 12 = _____</td>
</tr>
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<tr>
<td>g.</td>
<td>h.</td>
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<td></td>
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</tr>
<tr>
<td>18 + 12 = _____</td>
<td>28 + 12 = _____</td>
</tr>
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</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>a.</td>
<td>b.</td>
</tr>
<tr>
<td>11 + 14 = __</td>
<td>21 + 14 = __</td>
</tr>
<tr>
<td>c.</td>
<td>d.</td>
</tr>
<tr>
<td>14 + 15 = __</td>
<td>26 + 14 = __</td>
</tr>
<tr>
<td>e.</td>
<td>f.</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.</td>
<td>29 + 11 = _____</td>
</tr>
<tr>
<td>b.</td>
<td>17 + 13 = _____</td>
</tr>
<tr>
<td>c.</td>
<td>14 + 16 = _____</td>
</tr>
<tr>
<td>d.</td>
<td>26 + 13 = _____</td>
</tr>
<tr>
<td>e.</td>
<td>28 + 11 = _____</td>
</tr>
<tr>
<td>f.</td>
<td>12 + 27 = _____</td>
</tr>
<tr>
<td>g.</td>
<td>18 + 12 = _____</td>
</tr>
<tr>
<td>h.</td>
<td>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.

Date: 9/20/13

4.F.39

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Common Core

Lesson 25: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.

Date: 9/20/13

4.F.39

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Lesson 25 Exit Ticket

Name ____________________________ Date _____________

Solve using number bonds. Write the 2 number sentences to record what you did.

a. 12 + 27 = _______

b. 21 + 19 = _______
Lesson 25 Homework

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

<table>
<thead>
<tr>
<th>a. 12 + 14 = _____</th>
<th>b. 14 + 21 = _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. 15 + 14 = _____</td>
<td>d. 25 + 14 = _____</td>
</tr>
<tr>
<td>e. 23 + 16 = _____</td>
<td>f. 16 + 24 = _____</td>
</tr>
</tbody>
</table>
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. 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>
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>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>18 + 14</td>
<td>=</td>
<td>____</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
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<td>f.</td>
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<td>19 + 10 = _____</td>
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</table>
2. Solve using a number bond to make a ten first. Write the 2 number sentences that helped you.

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<tbody>
<tr>
<td>a.</td>
<td>19 + 14 =</td>
<td>b.</td>
</tr>
<tr>
<td></td>
<td>19 + 1 = 20</td>
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</tr>
<tr>
<td></td>
<td>20 + 13 = 33</td>
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</tr>
<tr>
<td>c.</td>
<td>18 + 14 =</td>
<td>d.</td>
</tr>
<tr>
<td></td>
<td>18 + 2 =</td>
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<tr>
<td></td>
<td>20 + 12 =</td>
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<tr>
<td>e.</td>
<td>15 + 17 =</td>
<td>f.</td>
</tr>
<tr>
<td></td>
<td>15 + 3 =</td>
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<tr>
<td></td>
<td>12 + 12 =</td>
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</table>
Name ___________________________ Date ______________

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

   a. $15 + 19 = _____$
      \[ \wedge \]
      _____ + _____ = _____
      _____ + _____ = _____

   b. $19 + 17 = _____$
      \[ \wedge \]
      _____ + _____ = _____
      _____ + _____ = _____

2. Solve using number bonds to make a ten. Write the 2 number sentences that helped you.

   c. $15 + 19 = _____$
      \[ \wedge \]
      _____ + _____ = _____
      _____ + _____ = _____

   d. $19 + 17 = _____$
      \[ \wedge \]
      _____ + _____ = _____
      _____ + _____ = _____
Lesson 26: Add a pair of two-digit numbers when the ones digits have a sum greater than 10.

Date: 9/20/13

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

   a. \[18 + 13 = \boxed{28}\]
      \[10 + 3\]
      \[18 + 10 = 28\]
      \[28 + 3 = 31\]

   b. \[13 + 19 = \boxed{32}\]
      \[10 + 3\]
      \[19 + 10 = 29\]
      \[29 + 3 = 32\]

   c. \[17 + 15 = \boxed{32}\]
      \[10 + 5\]
      \[17 + 10 = \boxed{27}\]
      \[\boxed{27} + 5 = \boxed{32}\]

   d. \[17 + 16 = \boxed{33}\]
      \[10 + 6\]
      \[17 + 10 = \boxed{27}\]
      \[\boxed{27} + 6 = \boxed{33}\]

   e. \[17 + 14 = \boxed{31}\]
      \[10 + 4\]
      \[17 + 10 = \boxed{27}\]
      \[\boxed{27} + \boxed{4} = \boxed{31}\]

   f. \[19 + 17 = \boxed{36}\]
      \[10 + 7\]
      \[19 + 10 = \boxed{29}\]
      \[\boxed{29} + \boxed{7} = \boxed{36}\]
2. Solve using a number bond to make a ten first. Write the 2 number sentences that helped you.

a. \[19 + 13 = \]
\[
\begin{array}{c}
\ 1 \\
\ 12
\end{array}
\]
\[19 + 1 = 20\]
\[20 + 12 = 32\]

b. \[19 + 14 = \]
\[
\begin{array}{c}
\ 1 \\
\ 13
\end{array}
\]
\[19 + 1 = 20\]
\[20 + 13 = 33\]

c. \[18 + 15 = _____ \]
\[
\begin{array}{c}
\ 2 \\
\ 13
\end{array}
\]
\[18 + 2 = _____ \]
\[20 + 13 = _____ \]

d. \[18 + 17 = _____ \]
\[
\begin{array}{c}
\ 2 \\
\ 15
\end{array}
\]
\[18 + 2 = _____ \]
\[\_\_\_ + 15 = _____ \]

e. \[18 + 19 = _____ \]
\[
\begin{array}{c}
\ 17 \\
\ 1
\end{array}
\]
\[\_\_\_ + 1 = _____ \]
\[\_\_\_ + 17 = _____ \]

f. \[19 + 19 = _____ \]
\[
\begin{array}{c}
\ 18 \\
\ 1
\end{array}
\]
\[\_\_\_ + \_\_\_ = _____ \]
\[\_\_\_ + \_\_\_ = _____ \]
Add a pair of two-digit numbers when the ones digits have a sum greater than ten.

Race to the Top!

Names ____________________________  Date ____________________________
Lesson 27 Problem Set

Name ___________________________ Date ____________

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

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<table>
<thead>
<tr>
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<tbody>
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<td>b.</td>
</tr>
<tr>
<td>19 + 12 = _____</td>
<td>18 + 12 = _____</td>
</tr>
<tr>
<td>c.</td>
<td>d.</td>
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<tr>
<td>19 + 13 = _____</td>
<td>18 + 14 = _____</td>
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<tr>
<td>e.</td>
<td>f.</td>
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<tr>
<td>17 + 14 = _____</td>
<td>17 + 17 = _____</td>
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<tr>
<td>g.</td>
<td>h.</td>
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<tr>
<td>18 + 17 = _____</td>
<td>18 + 19 = _____</td>
</tr>
</tbody>
</table>
2. Solve. You may draw quick tens and some ones to help you.

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<tr>
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<td>18 + 13 = _____</td>
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<tr>
<td>c.</td>
<td>19 + 13 = _____</td>
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<tr>
<td>d.</td>
<td>18 + 15 = _____</td>
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<tr>
<td>e.</td>
<td>19 + 16 = _____</td>
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<tr>
<td>f.</td>
<td>15 + 17 = _____</td>
</tr>
<tr>
<td>g.</td>
<td>19 + 19 = _____</td>
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<tr>
<td>h.</td>
<td>18 + 18 = _____</td>
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</tbody>
</table>
Name ___________________________ Date ___________

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

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a.</td>
<td>16 + 15 = _____</td>
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<tr>
<td>b.</td>
<td>17 + 13 = _____</td>
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<tr>
<td>c.</td>
<td>16 + 16 = _____</td>
</tr>
<tr>
<td>d.</td>
<td>17 + 15 = _____</td>
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</table>
Name _______________________________ Date ________________

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

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<td>c.</td>
<td>d.</td>
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<td>g.</td>
<td>h.</td>
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<tr>
<td>17 + 14 = _____</td>
<td>16 + 14 = _____</td>
<td>17 + 15 = _____</td>
<td>18 + 13 = _____</td>
<td>18 + 15 = _____</td>
<td>18 + 16 = _____</td>
<td>19 + 15 = _____</td>
<td>19 + 16 = _____</td>
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2. Solve. You may draw quick tens and some ones to help you.

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</table>
| a. | b.  
| 17 + 14 = _____ | 16 + 15 = _____ |
| c. | d.  
| 17 + 15 = _____ | 16 + 16 = _____ |
| e. | f.  
| 19 + 16 = _____ | 14 + 19 = _____ |
| g. | h.  
| 19 + 19 = _____ | 18 + 18 = _____ |
Lesson 28: Add a pair of two-digit numbers with varied sums in the ones.

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<td>a.</td>
<td>23 + 12 = _____</td>
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<tr>
<td>c.</td>
<td>19 + 21 = _____</td>
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<tr>
<td>e.</td>
<td>27 + 13 = _____</td>
<td>f.</td>
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</tbody>
</table>
2. Solve using quick ten drawings, number bonds, or the arrow way.

a. $15 + 13 = \underline{\hspace{2cm}}$

b. $25 + 13 = \underline{\hspace{2cm}}$

c. $24 + 14 = \underline{\hspace{2cm}}$

d. $25 + 15 = \underline{\hspace{2cm}}$

e. $18 + 14 = \underline{\hspace{2cm}}$

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

g. $24 + 16 = \underline{\hspace{2cm}}$

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

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

a. 12 + 16 = ____

b. 26 + 14 = ____

c. 18 + 16 = ____

d. 19 + 17 = ____
Name ____________________________ Date ________________

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

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<td>a. 13 + 16 = ____</td>
<td>b. 15 + 16 = ____</td>
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<tr>
<td>c. 16 + 16 = ____</td>
<td>d. 26 + 12 = ____</td>
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<tr>
<td>e. 22 + 17 = ____</td>
<td>f. 17 + 15 = ____</td>
</tr>
<tr>
<td>g. 17 + 16 = ____</td>
<td>h. 18 + 17 = ____</td>
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</table>
Lesson 28: Add a pair of two-digit numbers with varied sums in the ones.

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<tr>
<td><strong>NYS COMMON CORE MATHEMATICS CURRICULUM</strong></td>
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</table>

Date: 9/20/13

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<tr>
<td><strong>24 + 13 = _____</strong></td>
<td><strong>15 + 24 = _____</strong></td>
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<tr>
<td><strong>19 + 16 = _____</strong></td>
<td><strong>14 + 22 = _____</strong></td>
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<td><strong>27 + 12 = _____</strong></td>
<td><strong>28 + 12 = _____</strong></td>
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<tr>
<td><strong>18 + 17 = _____</strong></td>
<td><strong>19 + 18 = _____</strong></td>
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Names ___________________________  Date __________________

Race to the Top!

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

Date: 9/20/13
Name ______________________________ Date __________________

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

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<tr>
<td>13 + 12 = ____</td>
<td>23 + 12 = ____</td>
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<tr>
<td>c</td>
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<td>d</td>
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<tr>
<td>13 + 16 = ____</td>
<td>23 + 16 = ____</td>
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<tr>
<td>e</td>
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<td>f</td>
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</tr>
<tr>
<td>13 + 27 = ____</td>
<td>17 + 16 = ____</td>
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<tr>
<td>g</td>
<td></td>
<td>h</td>
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<tr>
<td>14 + 18 = ____</td>
<td>18 + 17 = ____</td>
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</table>
2. Solve using quick ten drawings, number bonds, or the arrow way. Be prepared to discuss how you solved during the Debrief.

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<tr>
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<td>17 + 21 = _____</td>
</tr>
<tr>
<td>c.</td>
<td>27 + 13 = _____</td>
</tr>
<tr>
<td>d.</td>
<td>17 + 14 = _____</td>
</tr>
<tr>
<td>e.</td>
<td>13 + 26 = _____</td>
</tr>
<tr>
<td>f.</td>
<td>17 + 17 = _____</td>
</tr>
<tr>
<td>g.</td>
<td>18 + 15 = _____</td>
</tr>
<tr>
<td>h.</td>
<td>16 + 17 = _____</td>
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</table>
Add a pair of two-digit numbers with varied sums in the ones.

<p>| | |</p>
<table>
<thead>
<tr>
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<tr>
<td>a. 18 + 14 = ____</td>
<td>b. 14 + 23 = ____</td>
</tr>
<tr>
<td>c. 28 + 12 = ____</td>
<td>d. 19 + 21 = ____</td>
</tr>
</tbody>
</table>
Name ___________________________ Date ________________

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

<p>| | | | |</p>
<table>
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<tbody>
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<td>a.</td>
<td>13 + 15 = ____</td>
<td>b.</td>
<td>26 + 12 = ____</td>
</tr>
<tr>
<td>c.</td>
<td>23 + 16 = ____</td>
<td>d.</td>
<td>17 + 16 = ____</td>
</tr>
<tr>
<td>e.</td>
<td>14 + 17 = ____</td>
<td>f.</td>
<td>27 + 12 = ____</td>
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<tr>
<td>g.</td>
<td>15 + 18 = ____</td>
<td>h.</td>
<td>18 + 16 = ____</td>
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</table>
2. Solve using quick ten drawings, number bonds or the arrow way. Be prepared to discuss how you solved during the Debrief.

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<tbody>
<tr>
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<tr>
<td>b.</td>
<td>21 + 17 = _____</td>
</tr>
<tr>
<td>c.</td>
<td>17 + 15 = _____</td>
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<tr>
<td>d.</td>
<td>27 + 12 = _____</td>
</tr>
<tr>
<td>e.</td>
<td>23 + 14 = _____</td>
</tr>
<tr>
<td>f.</td>
<td>18 + 17 = _____</td>
</tr>
<tr>
<td>g.</td>
<td>18 + 11 = _____</td>
</tr>
<tr>
<td>h.</td>
<td>18 + 18 = _____</td>
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</table>
**Lesson 29:** Add a pair of two-digit numbers with varied sums in the ones.

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<th>Equation</th>
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</tr>
<tr>
<td>17 + 22</td>
<td>39</td>
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Lesson 29: Add a pair of two-digit numbers with varied sums in the ones.

Date: 9/20/13

19 + 14 = 33
18 + 17 = 35
17 + 15 = 32
16 + 15 = 31
19 + 17 = 36
18 + 13 = 31
17 + 16 = 33
18 - 6 = 12
17 - 3 = 14
19 - 4 = 15
Name ____________________________ Date ____________

1. Fill in the missing numbers in the sequence.

16, ____ , 18, ____ , ____

39, 38, ____ , 36, ____ , ____

36, ____ , ____ , 39, ____

23, 22, ____ , ____ , ____

2. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 31

b. 19

c. ____

d. ____

tens | ones
--- | ---
2 | 6
1 | 5
3. Some numbers have been placed below in order from 0 to 40.
   a. Place the numbers from the rectangle in order between the tens.

   \[
   \begin{array}{ccccccc}
   3 & 22 & 19 & 29 & 35
   \end{array}
   \]

   0 \hspace{1cm} 10 \hspace{1cm} 20 \hspace{1cm} 30 \hspace{1cm} 40

   b. Shade in the tens or the ones on the place value charts below to show which digit you looked at to help you put the pair of numbers in order from smallest to greatest.

   tens \hspace{1cm} | \hspace{1cm} ones
   \[
   \begin{array}{cccc}
   2 & 2 \\
   2 & 9 \\
   2 & 9 \\
   3 & 5 \\
   \end{array}
   \]

4. Complete each sentence.
   a. 39 is ____ tens and ____ ones.
   b. 40 = ____ tens ____ ones.
   c. 2 tens and 3 ones is the same as ______ ones.
5. Match the equal amounts.

   a. 21                40 ones  
   b. 4 tens             3 tens 6 ones  
   c. 36 ones           1 ten 2 ones  
   d. 12 ones          2 tens 1 one

6. 
   a. Circle the number in each pair that is greater.

   
   
   32    40
   33    28

   b. Circle the number that is less.

   
   36    20
   21    12

7. Use <, =, or > to compare the pairs of numbers.

   a. 3 tens 5 ones 2 tens 8 ones
   b. 30 3
   c. 23 32
   d. 19 21
8. Erik thinks 32 is greater than 19. Is he correct? Draw and write about tens and ones to explain your thinking.

9. Find the mystery numbers. Use the arrow way to explain how you know.

a. 10 more than 19 is ________

b. 10 less than 19 is ________

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10. Beth said 30 – 20 is the same as 3 tens - 2 tens. Is she correct? Explain your thinking.
11. Solve for each unknown number. Use the space provided to draw quick tens, a number bond, or the arrow way to show your work.

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<tr>
<th>a. 30 + 6 = _____</th>
<th>b. 3 tens - ___________ = 1 ten</th>
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<td>c. 11 + 10 = _____</td>
<td>d. 40 - 30 = _____</td>
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<td>e. 17 + 20 = _____</td>
<td>f. 20 + _____ = 40</td>
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<td>g. 15 + _____ = 35</td>
<td>h. 2 tens + 1 ten 2 ones = ___________</td>
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1. Use the RDW process to solve the following problems. Write the answer in the place value chart.
   a. Maria is having a party for 17 of her friends. She already invited some friends. She has 12 more invitations to send. How many friends has she already invited?

   Maria already invited _____ friends.

   Maria bought _____ balloons.

   Maria already invited _____ friends.

   Maria bought _____ balloons.

   c. Maria had 17 friends at her party. Some of them went outside to see the piñata. There were 4 friends remaining in the room. How many friends went outside?

   _____ friends went outside.
2. Fill in the missing numbers in each sequence:
   a. 27, 28, ____, ____, ____, 32  
   b. ____, 17, ____, 19, ____

3. 
   a. Mark says that 34 is the same as 2 tens and 14 ones. Suki says that 34 is the same as 34 ones. Are they correct? Explain your thinking.

   b. Use <, =, or > to compare the pairs of numbers.
   i. 3 tens ____ 25 ones  
   ii. 1 tens 14 ones ____ 2 tens 4 ones  
   iii. 33 ____ 2 tens 12 ones  
   iv. 26 ____ 1 ten 25 ones

   c. Find the mystery numbers. Explain how you know the answers.
   10 more than 29 is _______  
   10 less than 29 is _______

   1 more than 29 is _______  
   1 less than 29 is _______
4. Solve for each unknown number. Use the space provided to draw quick tens, a number bond, or the arrow way to show your work. You may use your kit of ten-sticks if needed.

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<tr>
<td>a. $18 + 3 = \underline{\hspace{2cm}}$</td>
<td>b. $28 + 10 = \underline{\hspace{2cm}}$</td>
<td>c. $40 - 30 = \underline{\hspace{2cm}}$</td>
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<td>d. $28 + 2 = \underline{\hspace{2cm}}$</td>
<td>e. $28 + 6 = \underline{\hspace{2cm}}$</td>
<td>f. $28 + 12 = \underline{\hspace{2cm}}$</td>
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<td>g. $15 + 15 = \underline{\hspace{2cm}}$</td>
<td>h. $19 + 14 = \underline{\hspace{2cm}}$</td>
<td>i. $16 + 18 = \underline{\hspace{2cm}}$</td>
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