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Teacher’s Guide to Using the
Chapter 1 Resource Masters

The Chapter 1 Resource Masters includes the core materials needed for Chapter 1. These materials include worksheets, extensions, and assessment options. The answers for these pages appear at the back of this booklet.

All of the materials found in this booklet are included for viewing and printing on the TeacherWorks Plus™ CD-ROM.

Chapter Resources

**Graphic Organizer** (page 2) This master is a tool designed to assist students with comprehension of grade-level concepts. You can use this graphic organizer in coordination with the appropriate lesson. While the content and layout of these tools vary, their goal is to assist students by providing a visual representation from which they can learn new concepts.

**Student Glossary** (page 3) This master is a study tool that presents the key vocabulary terms from the chapter. You may suggest that students highlight or star the terms they do not understand. Give this list to students before beginning Lesson 1-1. Remind them to add these pages to their mathematics study notebooks.

**Anticipation Guide** (page 4) This master is a survey designed for use before beginning the chapter. You can use this survey to highlight what students may or may not know about the concepts in the chapter. If feasible, interview students in small groups, asking them the questions in the guide. There is space for recording how well students answer the questions before they complete the chapter. You may find it helpful to interview students a second time, after completing the chapter, to determine their progress.

**Game** (page 5) A game is provided to reinforce chapter concepts and may be used at appropriate times throughout the chapter.

Resources for Lessons

**Reteach** Each lesson has an associated Reteach worksheet. In general, the Reteach worksheet focuses on the same lesson content but uses a different approach, learning style, or modality than that used in the Student Edition. The Reteach worksheet closes with computational practice of the concept.

**Skills Practice** The Skills Practice worksheet for each lesson focuses on the computational aspect of the lesson. The Skills Practice worksheet may be helpful in providing additional practice of the skill taught in the lesson. It also contains word problems that cover the skill. Spaces for students’ answers are provided on the worksheet.

**Homework Practice** The Homework Practice worksheet provides an opportunity for additional computational practice. The Homework Practice worksheet includes word problems that address the skill taught in the lesson. Spaces for students’ answers are provided on the worksheet.

**Problem-Solving Practice** The Problem-Solving Practice worksheet presents additional reinforcement in solving word problems that applies both the concepts of the lesson and some review.

**Enrich** The Enrich worksheet presents activities that extend the concepts of the lesson or offer a historical or multicultural look at the lesson’s concepts. Some enrich materials are designed to widen students’ perspectives on the mathematics they are learning.

Resources for Problem-Solving Lessons

In recognition of the importance of problem-solving strategies, worksheets for problem-solving lessons follow a slightly different format. For problem-solving lessons, a two-page Reteach worksheet offers a complete model for choosing a strategy. For each Problem-Solving Strategy lesson, Reteach and Skills Practice worksheets offer reinforcement of the strategy taught in the Student Edition lesson. In contrast, the Problem-Solving Investigation worksheets include a model strategy on the Reteach worksheets and provide problems requiring several alternate strategies on the practice worksheets.
Assessment Options

The assessment masters in the *Chapter 1 Resource Masters* offer a wide variety of assessment tools for monitoring progress as well as final assessment.

**Inventory/Placement Test** This test appears only with the *Chapter 1 Resource Masters*. The two-page test covers key concepts from the previous year and pinpoints what the student is expected to bring to the current grade level.

**Individual Progress Checklist** This checklist explains the chapter's goals or objectives. Teachers can record whether a student’s mastery of each objective is beginning (B), developing (D), or mastered (M). The checklist includes space to record notes to parents as well as other pertinent observations.

**Chapter Diagnostic Test** This one-page test assesses students’ grasp of skills that are needed for success in the chapter.

**Chapter Pretest** This one-page quick check of the chapter’s concepts is useful for determining pacing. Performance on the pretest can help you determine which concepts can be covered quickly and which specific concepts may need additional time.

**Mid-Chapter Test** This one-page chapter test provides an option to assess the first half of the chapter. It includes both multiple-choice and free-response questions.

**Vocabulary Test** This one-page test focuses on chapter vocabulary. It is suitable for all students. It includes a list of vocabulary words and questions to assess students’ knowledge of the words.

**Oral Assessment** This two-page test consists of one page for teacher directions and questions and a second page for recording responses. Although this assessment is designed to be used with all students, the interview format focuses on assessing chapter content assimilated by ELL students. The variety of approaches includes solving problems using manipulatives as well as pencil and paper.

**Listening Assessment** This two-page assessment contains one page for teacher directions and one page for responses/

recordings. This assessment, too, is suitable for all students but is designed primarily for use with students who may have difficulty reading test materials. The assessment directions progress in difficulty from simple at the beginning of the year to more extensive at the end of the year.

**Chapter Project Rubric** This one-page rubric is designed for use in assessing the chapter project. You may want to distribute copies of the rubric when you assign the project and use the rubric to record each student’s chapter project score.

**Foldables Rubric** This one-page rubric is designed to assess the chapter Foldable. It is written to the students, telling them what you will be looking for as you evaluate their completed Foldable.

**Leveled Chapter Tests**

- **Form 1** assesses basic chapter concepts through multiple-choice questions and is designed for use with below-level students.

- **Form 2A** is designed for on-level students and is primarily for those who may have missed the Form 1 test. It may be used as a retest for students who received additional instruction following the Form 1 test.

- **Form 2B** is designed for students with a below-level command of the English language.

- **Form 2C** is a free-response test designed for on-level students.

- **Form 2D** is written for students with a below-level command of the English language.

**Cumulative Standardized Test Practice** This two-page test, aimed at on-level students, offers a page of multiple-choice questions and a page of free-response questions.

**Answers**

The answers for the Anticipation Guide and Lesson Resources are provided as reduced pages with answers appearing in black. Full size line-up answer keys are provided for the Assessment Masters.
Chapter 1 Graphic Organizer

Number Line

A suggestion for how to complete this graphic organizer can be found in the answer pages at the back of this book.

Counting in equal groups of 2 or more is called skip counting.

Put your finger on 0. Skip count by 2s. Write your answers.

, , , , , , , ,

Put your finger on 0. Skip count by 3s. Write your answers.

, , , , , , , ,

Put your finger on 0. Skip count by 5s. Write your answers.

, , , , , , , ,

Put your finger on 0. Skip count by 4s. Write your answers.

, , , , , , , ,

Tell a friend what you learned.
# Chapter 1 Student Glossary

<table>
<thead>
<tr>
<th>Vocabulary Term</th>
<th>Definition / Description / Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>To follow in place or time. 1, 2, 3, 4, 5 2 is after 1 [Lesson 1-6]</td>
</tr>
<tr>
<td>before</td>
<td>5, 6, 7, 8 6 is before 7 [Lesson 1-6]</td>
</tr>
<tr>
<td>between</td>
<td>48, 49, 50 49 is between 48 and 50 [Lesson 1-6]</td>
</tr>
<tr>
<td>compare</td>
<td>To look closely at objects, shapes, or numbers and see how they are alike or different. [Lesson 1-7]</td>
</tr>
<tr>
<td>digit</td>
<td>A symbol used to write numbers. The ten digits are 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. [Lesson 1-2]</td>
</tr>
<tr>
<td>estimate</td>
<td>To find a number close to an exact amount. [Lesson 1-5]</td>
</tr>
<tr>
<td>is equal to</td>
<td>= Having the same value. [Lesson 1-7]</td>
</tr>
<tr>
<td>is greater than</td>
<td>&gt;</td>
</tr>
<tr>
<td>is less than</td>
<td>&lt;</td>
</tr>
<tr>
<td>number line</td>
<td>A line with numbers on it. [Lesson 1-6]</td>
</tr>
<tr>
<td>ones</td>
<td>Example: 23 The 3 is in the ones place. This number has 3 ones. [Lesson 1-2]</td>
</tr>
<tr>
<td>pattern</td>
<td>An order that a set of objects or numbers follows over and over. Example: A, A, B, A, B, A, A, B [Lesson 1-8]</td>
</tr>
<tr>
<td>place value</td>
<td>The value given to a digit by its place in a number. Example: 365 In 365 the 3 is in the hundreds place, the 6 is in the tens place, and the 5 is in the ones place. [Lesson 1-2]</td>
</tr>
<tr>
<td>skip count</td>
<td>To count objects in equal groups of 2 or more. Example: 5, 10, 15, 20 … [Lesson 1-10]</td>
</tr>
<tr>
<td>tens</td>
<td>A place value of a number. [Lesson 1-2] Example: The 2 is in the tens place.</td>
</tr>
</tbody>
</table>
**Chapter 1 Anticipation Guide**

**Preparation:** A set of base-ten cubes and unit cubes are needed for this activity.

**Directions:** Before you begin Chapter 1, distribute these questions to students. Read questions along with students, giving them time to answer each. You may want to ask the same questions after students complete the chapter.

<table>
<thead>
<tr>
<th>Before Chapter</th>
<th>After Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which is more?</td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Base-ten and unit cubes" /></td>
<td></td>
</tr>
<tr>
<td>2. How many tens and how many ones in 23?</td>
<td></td>
</tr>
<tr>
<td>3. What would you do to find the answer to this question? Jan is older than Jim. Jim is older than Kat. Who is the youngest?</td>
<td></td>
</tr>
<tr>
<td>4. What is another way to write thirteen?</td>
<td></td>
</tr>
<tr>
<td>5. Which group shows about 10?</td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Base-ten cubes" /></td>
<td></td>
</tr>
<tr>
<td>6. What is the correct order for the numbers 24, 23, 25?</td>
<td></td>
</tr>
<tr>
<td>7. What number is between 39 and 41?</td>
<td></td>
</tr>
<tr>
<td>8. Which number is greater 37 or 73?</td>
<td></td>
</tr>
<tr>
<td>9. The books on a shelf are blue, red, red, blue, red, red. What color are the next three books?</td>
<td></td>
</tr>
<tr>
<td>10. How can you skip count to find the number of feet on six chickens?</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 1 Game
Math Racers

Ready

You will need:

8 index cards
marker
2 game pieces

Set

Write numbers 1 through 5 on index cards. Draw a star, a sun, and an arrow, one symbol per card, on the remaining cards. Place them in a stack face down. Copy and enlarge the chart below.

<table>
<thead>
<tr>
<th>Square 1</th>
<th>10 – 0 =</th>
<th>4 + 6 =</th>
<th>10 – 3 =</th>
<th>Back to square 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Here</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 + 6 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Go to the next square with a difference of 3</td>
<td>5 + 7 =</td>
<td>12 – 5 =</td>
<td>11 – 4 =</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 + 2 =</td>
<td>9 – 6 =</td>
<td>10 – 3 =</td>
<td>1 + 11 =</td>
<td></td>
</tr>
<tr>
<td>Back to square 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Go to the closest square with a difference of 0</td>
<td>9 – 5 =</td>
<td>9 + 3 =</td>
<td>12 – 11 =</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 – 10 =</td>
<td>6 + 6 =</td>
<td>5 – 4 =</td>
<td>8 + 3 =</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Finish Line You win!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GO!

1. Player 1 takes a card and moves the number of spaces, or moves to the symbol, on the card.
2. Player 1 solves the problem in the square.
3. Player 2 takes a turn.
4. Players race to reach the “Finish Line.”
Reteach

Tens and Ones

Another name for ten ones is one ten.

\[ \begin{align*}
3 \text{ tens } & \quad 4 \text{ ones} = 34 \text{ in all} \\
\end{align*} \]

Count how many tens and ones. Write the number.

1. \[ \begin{align*}
\text{tens} & \quad \text{ones} \\
5 \quad 2 \\
\end{align*} \]

\[ \begin{align*}
\quad \text{tens} \quad \text{ones} = \quad \text{in all} \\
\end{align*} \]

2. \[ \begin{align*}
\text{tens} & \quad \text{ones} \\
\end{align*} \]

\[ \begin{align*}
\quad \text{tens} \quad \text{ones} = \quad \text{in all} \\
\end{align*} \]

3. \[ \begin{align*}
\text{tens} & \quad \text{ones} \\
\end{align*} \]

\[ \begin{align*}
\quad \text{tens} \quad \text{ones} = \quad \text{in all} \\
\end{align*} \]
Write how many tens and ones.

1. \( 15 = \underline{1} \) ten \( \underline{5} \) ones
   \[
   10 + 5 = 15
   \]

2. \( 43 = \underline{\_} \) tens \( \underline{\_} \) ones
   \[
   \underline{\_} + \underline{\_} = \underline{\_}
   \]

3. \( 66 = \underline{\_} \) tens \( \underline{\_} \) ones
   \[
   \underline{\_} + \underline{\_} = \underline{\_}
   \]

Draw a picture to solve.

4. There are 10 /\ in a box.
   Deb buys 3 boxes.
   How many /\ will she have?
   \underline{\_} pencils

5. Juan buys 2 boxes of \( \circ \).
   Each box has 10 \( \circ \).
   Juan buys 4 more \( \circ \).
   How many \( \circ \) will Juan have in all?
   \underline{\_} \( \circ \)
Homework Practice

Tens and Ones

Write how many tens and ones.

1. \[23 = \boxed{2\text{ tens}} \boxed{3\text{ ones}}\]
   \[
   \boxed{2\text{ tens}} + \boxed{3\text{ ones}} = \boxed{23}\]

2. \[57 = \boxed{\_\_\_\text{ tens}} \boxed{\_\_\_\text{ ones}}\]
   \[
   \boxed{\_\_\_\text{ tens}} + \boxed{\_\_\_\text{ ones}} = \_\_\_\_\_\]

Use what you know about tens and ones to solve.

3. Mary puts her buttons in 2 groups of ten. She has 4 left over.
   How many buttons does she have in all?
   \[
   \boxed{\_\_\_\text{ tens}} + \boxed{\_\_\_\text{ ones}} = \boxed{\_\_\_\_\_\text{ buttons}}\]

4. Ben has a sheet of 60 stamps.
   He cuts the sheet apart into groups of 10.
   How many groups of 10 does he have?
   \[
   \boxed{\_\_\_\_\_\text{ groups of 10}}\]
Write an addition sentence to solve.

1. How many peas?  
   ![Peas](image)
   \[ \_ + \_ = \_ \]

2. How many apples?  
   ![Apples](image)
   \[ \_ + \_ = \_ \]

3. Vic uses cubes to show 7 tens and 5 ones. What number does he show?  
   \[ \_ + \_ = \_ \]

4. Steve uses cubes to show 9 tens and 3 ones. What number does he show?  
   \[ \_ + \_ = \_ \]

5. Mr. Hall has 3 packs of juice boxes. Each pack has 10 boxes. Draw a picture in the box to show how many boxes of juice Mr. Hall has. Then write your addition sentence.  
   \[ \_ + \_ + \_ = \_ \]
Circle groups of ten beads. Answer the questions.

Help! Ben dropped a box of beads that he was using to make a bracelet. He estimates that he has about 85 beads. He needs a fast way to count the beads.

How many tens are circled? _________

How many beads are spilled? _________

Is Ben’s estimate correct? _________

Ben uses 15 beads for each bracelet. How many bracelets can he make with these beads? _________
Reteach

Place Value to 100

Each digit in a number has a value.

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

Circle the value of the underlined digit.

1. \underline{32}

3 or 30

2. \underline{45}

4 or 40

3. \underline{63}

3 or 30

4. \underline{51}

5 or 50

5. \underline{49}

9 or 90

6. \underline{18}

1 or 10
Circle the value of the underlined digit.

1. \underline{63}  2. \underline{48}  3. \underline{19}
   6 or 60  8 or 80  1 or 10

4. \underline{86}  5. \underline{27}  6. \underline{71}
   8 or 80  7 or 70  7 or 70

7. \underline{59}  8. \underline{15}  9. \underline{93}
   9 or 90  5 or 50  9 or 90

10. \underline{41}  11. \underline{52}  12. \underline{76}
    1 or 10  5 or 50  6 or 60

13. \underline{31}  14. \underline{29}  15. \underline{65}
    3 or 30  2 or 20  5 or 50

Use place value to solve.

16. Kai has 59 pennies.
   A drink costs 69 pennies.
   Does he have enough to buy the water?
   How do you know?
Homework Practice

Place Value to 100

Circle the value of the underlined digit.

1. 73
   7 or 70

2. 13
   1 or 10

3. 47
   7 or 70

4. 17
   1 or 10

Use place value to solve.

5. A bookcase has 43 books. There are 34 students in the class. Are there enough books for the students? How do you know?

6. There are 75 children in the concert. There are 8 boxes of song books. There are 10 books in each box. Is there a book for each child in the concert? How do you know?
Solve.

1. What is the value of the 6 in 61?

2. What is the value of the 2 in 52?

3. Rita shows the number 12 with place-value models. She uses 2 ones. How many tens does she use?

4. Drew shows the number 76 with place-value models. He uses 7 tens. How many ones does he use?

5. Which two numbers use the digits 3 and 1?

6. Mr. Lo is thinking of a number. The ones digit is 8. The tens digit is 1. What is Mr. Lo’s number?
My age is ____________________.

My age next year will be ____________________.

My age in ten years will be ____________________.

The number of boys in my class ____________________.

The number of girls in my class ____________________.

The number of windows in my classroom ____________________.

My phone number is ____________________.
Three boys ride bicycles.
Pat rides behind Bill.
Bill rides behind Rob.
Who rides in front?

**Step 1**

**What do I know?**
Pat rides behind Bill.
Bill rides behind Rob.

**What do I need to find?**
I need to find ________________.

**Step 2**

**How will I find the answer?**
I can use logical reasoning.

**Step 3**

**Use logical reasoning.**
The first clue: Pat is behind Bill.
Write the order. __________, __________
The second clue: Bill is behind Rob.
Write the order. __________, __________
Who rides in front? __________

**Step 4**

**Does my answer make sense?** Yes  No
Reteach (2)

Problem-Solving Strategy: Logical Reasoning

Use logical reasoning to solve.

Show your work here.

1. Kris, Nick, and Lara share a bus seat. Kris sits by the window. Lara is not sitting next to Kris. Who sits in the middle?

2. Tim, Emma, Ling, and Cory run a race. Emma is first. Ling is after Tim. Tim is not second. Who is second?

3. Pete, Ed, and Jane buy ice cream. Their cones have 1, 2, and 3 scoops. Pete has 2 scoops. Ed has more scoops than Pete. How many scoops does Jane have?

4. Juan, Mia, and Wes pick 3 cards. Their numbers are 8, 5, and 1. Juan picks number 5. Wes does not pick number 8. Who picks number 8?
Use logical reasoning to solve.

1. Zach, Alex, and Jen are on stage. Zach is on the left. Jen is not next to Zach. Who is in the middle?

2. Lori, Sara, Jill, and Ann are in line. Lori is first. Sara is after Lori. Ann is before Jill. Who is fourth?

3. Muhammed, Maria, and Chan have tickets. They are numbered 1, 2, and 3. Maria has number 2. Chan does not have number 3. Who has number 3?

4. Faye, Dan, and Trey are wearing soccer shirts. The shirts are numbered 2, 6, and 7. Dan has number 6. Trey’s number is greater than Dan’s. Who has number 2?
Homework Practice

Problem-Solving Strategy: Logical Reasoning

Use logical reasoning to solve.

1. Mike, Dara, and Leo are playing baseball. Mike bats first. Dara does not go third. Who bats third?

2. Ken, Joanne, Ted, and Minnie are waiting to see the school nurse. A boy will go first. Minnie will go second. Ted goes fourth. When does Joanne go?

3. Fran, Tom, and Barb have favorite colors. The colors are blue, red, and green. Fran likes green. Barb’s favorite color starts with the same letter as her name. What is Tom’s favorite color?

4. Kip, Sam, and Lisa each feed an animal at the park. The animals are a duck, a fish, and a rabbit. Lisa’s animal has fur. Sam’s animal does not fly. Who feeds the duck?
Sort these numbers. Write the number inside the correct shape.

1. Numbers that have a tens digit greater than 5 belong in the circle.

2. Numbers that have a tens digit less than 5 belong in the rectangle.

44  75  21  16  93  67  88
82  6  90  77  34  92  42

Write numbers in the triangle that are between 40 and 70.
You can write word names for numbers.

1 one 11 eleven
2 two 12 twelve
3 three 13 thirteen
4 four 14 fourteen
5 five 15 fifteen
6 six 16 sixteen
7 seven 17 seventeen
8 eight 18 eighteen
9 nine 19 nineteen
10 ten 20 twenty
30 thirty
40 forty
50 fifty
60 sixty
70 seventy
80 eighty
90 ninety
100 one hundred

Write the number and number words.

1. 17, seventeen
2. 
3. 

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Name __________________________

Skills Practice
2NS1.1, 2NS1.2

Read and Write Numbers

Write the number or the number words.

1. seventy  

2. sixteen  

3. thirty-seven  

4. twenty-five  

5. eighty-nine  

6. twelve  

7. forty-eight  

8. ninety-two  

9. fifty-one  

10. sixty-three  

11. 23  

12. 45  

13. 78  

14. 53  

15. 13  

16. 90  

Solve.

17. Jamal needs to find four numbers using the digits 3 and 4. He named 3 and 34. Name the other two numbers.

18. Which number word do you think is the hardest to spell? Why do you think so?

______________________________

______________________________
Homework Practice

Read and Write Numbers

Write the number or the number words.

1. seventy 59 eighty-eight
   70 fifty-nine

2. 44 twenty-two nineteen
   __________  __________  ________

3. 90 57 seventy-three
   __________  __________  ________

4. 14 15 100
   __________  __________  ________

Solve.

5. One of the biggest dinosaurs was 40 feet tall. Ann says it was forty feet tall. Is she right?
   ______________________________________

6. The same dinosaur was 85 feet long. Bill says it was eighty-eight feet long. Is he right?
   ______________________________________

7. One dinosaur had claws that were twelve inches long. Lupe says they were 14 inches long. Is she right?
   ______________________________________

8. One very small dinosaur was only about sixteen inches long. Sam says it was 16 inches long. Is he right?
   ______________________________________
Solve.

1. Tina says that 84 is the same as eighty-four. Is she right?

   ______________________

2. Steve has twenty-seven game cards. He gets thirty-two more from the store. He has fifty-nine now. Write the number sentence.

   _____ + _____ = _____

3. Leon says that $25 + 11 = 36$. Write the number words.

   ______________________ +
   ______________________ =
   ______________________

4. Pat says that 55 is the same as forty-five. Is he right?

   ______________________

5. Lars has 40 carrots. He gives nineteen to his friends. He has twenty-one left. Write the number sentence.

   _____ − _____ = _____

6. Nan says that $96 − 4 = 92$. Write the number words.

   ______________________ −
   ______________________ =
   ______________________
Enrich

Rolling Riddles

Preparation: A number cube is needed for this activity.

Roll the number cube three times.

1. Each time you roll, write the number on the lines.

   __________________________   __________________________   __________________________

2. Arrange these numbers to make a different three-digit number.

   __________________________   __________________________   __________________________

3. Arrange the numbers once more to make another three-digit number.

   __________________________   __________________________   __________________________

4. Write the three-digit numbers in order, from least to greatest.

   __________________________   __________________________   __________________________

5. Will any of the numbers be greater than 700? ____________

   Why? ________________________________________________
   __________________________
Reteach

Estimate Numbers

Count to get an exact number.

_____ grapes  _____ grapes  50 grapes

Make your estimate. Use the jars to help.
Circle your answer.

1. about 10  about 20

2. about 10  about 50

3. about 20  about 50

4. about 10  about 20

5. about 10  about 50

6. about 20  about 50
Estimate. Circle your answer.

1. about 20   about 50
2. about 10   about 60
3. about 30   about 80
4. about 10   about 50

Estimate to solve.

5. Mr. Green orders 48 horns for the band. The band has five different sections. Two sections have 10 children. Three sections have more than 10 children. Is there a horn for every child in the band? How do you know?
Homework Practice

Estimate Numbers

About how many? Circle your answer.

1. 
   about 10  about 30

2. 
   about 10  about 20

3. 
   about 10  about 20

4. 
   about 10  about 40

Estimate to solve.

5. Mrs. Todd buys 10 boxes of stars and 10 boxes of hats. Each box of stars has 10 stars. Most hat boxes have 10 hats. Some hat boxes have more than 10 hats. Is there a star for every hat? How do you know?

6. Ms. Benson is carrying 6 bags of apples. Most bags have 10 apples. Some bags have more than 10. Fifty-eight children are in line for apples. Is there an apple for each child? How do you know?
Name ____________________

Problem-Solving Practice

Estimate Numbers

Read and solve.

1. About how many balls does Jan have?
   about _____ balls

2. About how many jacks does Jim have?
   about _____ jacks

3. Brian wants to eat about 20 peanuts. Circle the bag he should choose.

4. Leah needs about 50 chocolate chips to make muffins. Circle the bag she should choose.

5. Rob has an empty bag. About how many marbles will fill the empty bag?
   about _____ marbles

6. Ken has an empty jar. About how many beans will fill the empty jar?
   about _____ beans
Estimate to solve.

1. The number of apples in Jim’s basket is less than 75, but greater than 68. Jim estimates there are 60 apples in the basket. Is he correct? _____

2. The number of strawberries in this basket is less than the number of days in September, but greater than 20. Circle the correct estimate. 25 35 45

3. The number of grapes on this bunch is about the same as the number of days in three weeks. (Hint: there are 7 days in one week.) Circle the closest estimate. 10 20 40

4. Ian estimates that there are more than 30 cherries in this picture. Do you agree with this estimate? _________________

   Circle groups of ten cherries. Count them. Was your estimate correct? ____________________
Order Numbers

The hundred chart gives the numbers 1 to 100 in order.

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</tbody>
</table>

_22_ comes just before 23
_25_ comes between 24 and 26
_29_ comes just after 28

Use the chart to help you answer.

Write the number that comes:

<table>
<thead>
<tr>
<th>just before</th>
<th>just after</th>
<th>between</th>
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<tbody>
<tr>
<td>1. 42</td>
<td>43</td>
<td>49, 50</td>
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<td>2.</td>
<td>45</td>
<td>51, 47</td>
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<td>3.</td>
<td>71</td>
<td>72, 74</td>
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<tr>
<td>4.</td>
<td>77</td>
<td>88, 90</td>
</tr>
</tbody>
</table>

Circle the correct words.

5. 26 comes _______ 27

6. 28 comes _______ 27

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Order Numbers

Use the number line to fill in the blanks.

| 1.   | 33, 34, 35 | 43, _____, 45 | 34, 35, _____ |
| 2.   | _____, 39, 40 | 45, 46, _____ | 37, _____, 39 |
| 3.   | 39, _____, 41 | 47, 48, _____ | _____, 46, 47 |
| 4.   | 48, 49, _____ | 29, _____, 31 | _____, 38, 39 |
| 5.   | _____, 38, 39, _____ | _____, 31, 32, _____ |
| 6.   | _____, 44, _____, 46 | 40, _____, _____, 43 |
| 7.   | 37, 38, _____, _____ | _____, 39, _____, 41 |
| 8.   | 46, _____, _____, 49 | 34, 35, _____, _____ |

Use number order to solve.

9. Cindy drops her notebook. She picked up pages 28, 29, 32, 33, 34, and 35.
Which pages are missing?

_____________________
Homework Practice

Order Numbers

Use the number lines to fill in the blanks.

1. ______, 94, 95  |  73, 74, ______  |  57, 58, ______

2. ______, 69, 70  |  75, 76, ______  |  53, ______, 55

3. 93, ______, 95  |  61, 62, ______  |  ______, 84, 85

4. 67, 68, ______  |  ______, 51, 52  |  79, ______, 81

5. ______, 88, 89, ______  |  70, ______, ______, 73

Use number order to solve.

6. On a test, Kay answers questions 1, 2, 3, 4, 5, 6 first. Next, she answers questions 8, 9, 10, 12, 14, 15.
What questions are left for her to answer?

7. Pat’s favorite number has a 2 in the ones place. Think of the next number. What digit is in the ones place?

________________________
Solve.

1. What number comes just before 100?

2. Jon read page 69 of his book. What page number is next?

3. Liz is the middle child of 3 kids. Her brother is 9. Her sister is 11. How old is Liz?

4. Mr. Morris gives his class clues about his age. His age is more than 30. It comes just before 40. What is Mr. Morris’s age?

5. Peng is making a map of his street. He wants to put the addresses in order from greatest to least. The addresses are 33, 31, 32, 34. How can he order the numbers? Draw 4 houses to help solve.

6. Ms. Jones wants to put these number cards in order from least to greatest: 10, 5, 25, and 50. How can she order the number cards? Draw the cards to help solve.
Who is Missing?

Write the missing numbers on the lines in order from least to greatest.

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1. Which missing numbers are > than 63? _________________

2. Which missing numbers are < than 63? _________________

3. Which missing number is > 70, and the sum of the digits is > 10? ____

4. Which missing number is > than 81, and the sum of the digits is = 10? ____
Reteach

Compare Numbers

You can use models to help you compare numbers. First compare tens. If they are equal, compare ones.

12 is less than 22 because 1 is less than 2.

22 is greater than 12 because 2 is greater than 1.

12 is equal to 12 because 1 is the same as 1 and 2 is the same as 2.

12 < 22
22 > 12
12 = 12

Compare. Write >, <, or =.

1. 24 < 33
43 = 43
20 > 13

2. 21 < 35
18 = 18
30 < 37

3. 25 < 45
66 > 6
72 > 72

4. 52 > 47
88 > 81
31 < 39
### 1-7 Skills Practice

#### Compare Numbers

**Compare. Write >, <, or =.**

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**Compare numbers to solve.**

9. Ken has more fruit bars than his sister Keesha. Ken has 7 fruit bars. Write how many fruit bars Keesha may have.

________________________ fruit bars
Compare. Write >, <, or =.

1. \(94 \quad \bigcirc \quad 49\) 53 \(\bigcirc\) 86 45 \(\bigcirc\) 25

2. 21 \(\bigcirc\) 22 47 \(\bigcirc\) 74 64 \(\bigcirc\) 46

3. 78 \(\bigcirc\) 78 56 \(\bigcirc\) 35 42 \(\bigcirc\) 89

4. 37 \(\bigcirc\) 39 39 \(\bigcirc\) 70 53 \(\bigcirc\) 38

5. 98 \(\bigcirc\) 89 13 \(\bigcirc\) 12 68 \(\bigcirc\) 76

6. 33 \(\bigcirc\) 31 48 \(\bigcirc\) 74 83 \(\bigcirc\) 83

Compare numbers to solve.

7. Look back over this page. Circle any number greater than 70. Draw a box around numbers between 70 and 89. Mark X on numbers with a 6 in the ones place.

What numbers have a circle, a square, and an “X”?

8. Cal and Ron are comparing homework. Cal says that 74 > 89. Ron says that 89 > 74. Who has the correct answer? How do you know?
Problem-Solving Practice

Compare Numbers

Solve. Write >, <, or = to show the answer.

1. Anna’s favorite number is 75.
   Jack’s favorite number is 60.
   Which number is greater?
   ______________________________________

2. Pete’s favorite number is 99.
   Lana’s favorite number is 100.
   Which number is less?
   ______________________________________

3. On Saturday, 92 people go to the zoo.
   On Sunday, 95 people go to the zoo.
   Are there more people at the zoo on Saturday or Sunday?
   How do you know?
   ______________________________________

4. On Friday, the baseball game lasts 79 minutes.
   On Saturday, the baseball game lasts 74 minutes.
   Is the game shorter on Friday or Saturday?
   How do you know?
   ______________________________________

5. Eighteen inches of snow fall in December.
   Twenty-two inches of snow fall in January.
   Which month has more snow, December or January?
   How do you know?
   ______________________________________
Enrich
Number Order

Draw a line to connect two digits. Use the digits to make two-digit numbers.

3  ______  4  1
5  ______  2  9
8  ______  6  7

Record each number in the box.

34

Cut out the boxes and arrange the numbers in order from least to greatest. Work with another student and sort both sets in order from least to greatest.
You can use patterns to solve problems. Some patterns are *repeating patterns*.

Some patterns are *growing patterns*.

Draw a picture to continue each pattern.

1. \[ \star \star \star \bigcirc \quad \star \star \star \bigcirc \quad \star \star \star \bigcirc \quad \bigcirc \bigcirc \bigcirc \bigcirc \]  
   A A A B  
   A A A B  
   A A A B  
   A A A B  

2. \[ \uparrow \downarrow \downarrow \]  
   A B B  
   A B B  
   A B B  

3. \[ \boxed{} \quad \boxed{} \quad \boxed{} \]  
   2  
   4  
   6
Skills Practice

Patterns

Draw a picture to continue the pattern.

1. \[ \square \quad \square \quad \square \]
   \[ 1 \quad 2 \quad 3 \]

2. \[ \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \]
   \[ 8 \quad 6 \quad 4 \]

3. \[ \times \times \times \times \times \times \times \]
   \[ 4 \quad 3 \quad 2 \]

4. \[ \square \square \square \square \square \square \]
   \[ 3 \quad 6 \quad 9 \]

Solve.

5. Owen walks 3 miles each day. How many miles will he walk in 5 days?
   _____ miles

6. Kat is building this block pattern: 2 blocks, 4 blocks, 6 blocks. How many blocks should Kat build next?
   _____ blocks
Name __________________________

Homework Practice 2SDAP2.1, 2SDAP2.2

Patterns

Draw a picture to continue the pattern.

1.  
   1 2 3  _____

2.  
   11 9 7  _____

3.  
   2 4 6  _____

4.  
   5 4 3  _____

Find the pattern and solve.

5. On Monday, Sal eats 3 grapes. On Tuesday, he eats 5 grapes lesson. On Wednesday he eats 7 grapes. If he keeps up this pattern, how many grapes will he eat on Saturday?
   __________ grapes

6. Betty is making a bracelet with colored beads. She is using this pattern: 1 green, 2 blue, 2 green, 2 blue, 3 green, 2 blue. What beads come next?
Problem-Solving Practice 2SDAP2.1, 2SDAP2.2

Patterns

Use patterns to solve.

1. Nan is painting this pattern on her bedroom floor: two circles, two squares, four circles, four squares. If Nan continues the pattern, what will she paint next?

2. Lily is painting a wall in her room. She wants to use one triangle followed by two circles, followed by three squares. If she continues the pattern, how many stars would she paint?

3. The third-grade class has started to paint a long wall in school. They have painted the pattern shown here. Draw the next two parts of the pattern in the box.

4. Kyle is drawing patterns on paper. His pattern is △□〇. Each time he draws it he adds one more square. Draw the next two parts of the pattern in the box.
Enrich

Hoop, Skip, and Jump!

What number comes next in each pattern? Write your answer at the end of each row.

15  20  25  30  
10  20  30  40  
100 200 300 400  
56  66  76  86  
85  75  65  55  
73  83  93  103  
210 220 230 240  

Create another number pattern on the back of this page or on another piece of paper.
There are 20 children on the playground.
Eleven children play kickball.
Five children play hopscotch.
The rest play soccer.

How many children play soccer?

**Step 1 Read**

**What do I know?**
There are 20 children on the playground.
11 play kickball.
5 play hopscotch.

**What do I need to find?**
How many play soccer.

**Step 2 Plan**

How will I find how many?
I can act it out.

**Step 3 Solve**

I can use counters to act it out.

**Step 4 Check**

Did I act it out? ____
Does my answer make sense? _____
Problem-Solving Investigation: Choose a Strategy

Problem-Solving Strategies
- Draw a Picture
- Logical Reasoning
- Act it Out

Solve.

1. Mandy makes 4 snowballs. Sara makes 2 snowballs. How many snowballs do they have in all? ______ snowballs

2. Four kids wait in line to use the slide. Chad is third in line. Don is behind Chad. Al is in front of Bob. Bob is second in line. Who is first in line? ______ is first in line.

3. Jill draws a picture for her mom. The picture has three circles. Jill starts with a blue circle. She puts a red circle next to the yellow circle. She puts a yellow circle next to the blue circle. Which color is the middle circle? ______
Skills Practice

Problem-Solving Investigation: Choose a Strategy

Problem-Solving Strategies
Draw a Picture
Logical Reasoning
Act it Out

Solve.

1. Kyra is feeding eight ducks. Five ducks swim away. How many ducks are left for Kyra to feed?
   ______ ducks are left

2. Dex does a silly walk. His walk is step, hop, hop, step, hop, hop. How could Dex use A’s and B’s to show the pattern of his silly walk?
   _______________

3. Three children are in line to play kickball. Kim is not second. Cedric will kick after Bob. Bob is not first. In what order will they kick?
   _______________

Show your work here.
Problem-Solving Investigation: Choose a Strategy

Problem-Solving Strategies
Draw a Picture
Logical Reasoning
Act it Out

Solve.

1. Shane, CJ, and Vera wash, dry, and put away the dishes. Shane does not dry the dishes. Vera puts away the dishes. CJ gives Vera the dry dishes. Who washes the dishes?

Show your work here.

2. Sara is setting the table. She sets a fork, napkin, plate, fork, napkin, plate, and a fork. What should she set next?

3. Nina makes four pies. BJ buys a cake. Grandma Jenkins makes 3 giant cookies. How many desserts does the family have in all?
Enrich

Fruit Bowls

Draw and color fruit to solve the problems.

1. There are 9 apples in a bowl. They are red and green. For each red apple there are 2 green apples.

   There are _____ red apples, and _____ green apples in the bowl.

2. There are pears, peaches and bananas in a bowl. There are 10 pieces of fruit. There are two bananas. There is one more peach than bananas. The number of peaches and bananas is equal to the number of pears.

   There are _____ bananas, _____ peaches, and _____ pears.

3. There are 9 apples. They are red, yellow and green. Two apples are green. There are two more red apples than green apples. How many apples are yellow?

   There are _____ yellow apples.
Reteach

Patterns on a Hundred Chart

Skip counting on a hundred chart makes patterns.

What is the pattern shown?

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</table>

Use a hundred chart to skip count.

3. Tell what patterns you see in the chart.
Skills Practice

Patterns on a Hundred Chart

Use the hundred chart to skip count.

1. Skip count by 2s.
   30, 32, 34, _____, _____, _____, _____.

2. Skip count by 5s.
   25, 30, 35, _____, _____, _____, _____.

3. Skip count by 10s.
   18, 28, 38, _____, _____, _____, _____.

Use a number pattern to solve.

4. Clint has to make shoes for 16 horses. How many shoes will he make? _____ shoes

5. Kayla sees six stars on a poster. Each star has 5 points. How many points are there in all? _____ points

6. Erika has to name the pattern on the hundred chart. What should Erika call this pattern? ____________________
Homework Practice
Patterns on a Hundred Chart

Use the hundred chart to skip count.

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</tbody>
</table>

1. Skip count by 4s.
   36, 40, 44, 48, ___, ___, ___, ___

2. Skip count by 2s.
   36, 38, 40, ___, ___, ___, ___

3. Skip count by 10s.
   12, 22, 32, ___, ___, ___

Use a number pattern to solve.

4. Raul wants to use a pattern to skip count backward by tens. He starts at 95. What can you tell Raul about the ones digits in his skip count?
   The ones digit will be ___.

5. James color skip counts by 5s. He starts at 5 and stops at 50. Tammy color skip counts the 10s on the same chart. She starts at 10 and stops at 50. What numbers will be colored by both children?
Problem-Solving Practice 2SDAP2.1, 2SDAP2.2
Patterns on a Hundred Chart

Use a number pattern to solve.

1. Ryan skip counts by 5 four times. John skip counts by 4 five times. Both boys start at 0. They both stop when they reach the same number. What is the number?

2. Mia color skip counts by 2 ten times. Sara color skip counts by 10 six times. They both start at 0. What numbers do Mia and Sara both color?

3. Xavier is making a spinner for a game. He starts counting at 30. He skip counts by 10. What numbers will he write on the spinner?

4. Enzo is making a game spinner for a game. He starts counting at 5. He skip counts by 5. What numbers will he write on the spinner?
Mrs. Torrez coaches the girl’s swim team. She needs 3 towels for every girl on the team. Use the hundred chart to help her figure out how many towels to bring.

1. 17 girls try out for the team. If they all make the team, how many towels will Mrs. Torrez need?

2. Last year, 26 girls were on the team. How many towels did they need last year?

3. Mrs. Torrez has a total of 90 towels. What is the highest number of girls that could make the team and still get 3 towels?
Inventory/Placement Test

Prescriptives: The Chapter and Lesson number reference the Grade 2 Chapter and Lesson that teaches the concepts covered in those questions. You may find the Grade 2 Reteach and Practice pages helpful to students who need further instruction.

Write the number. [Lessons 1.4, 1.5]

1. ______ ducks

2. ______ ducks

Fill in the missing numbers.
[Lessons 2.3, 2.4, 3.2, 3.8]

3. ______ + ______ = ______

4. ______ - ______ = ______

Tell which shape is missing. [Lesson 1.3]

5. □ △ △ □ △ △ △ △

The missing shape is a __________.
Prescriptives: The Chapter and Lesson number reference the Grade 2 Chapter and Lesson that teaches the concepts covered in those questions. You may find the Grade 2 Reteach and Practice pages helpful to students who need further instruction.

Draw the missing hands to show the time. [Lesson 7.5]

6. 7:30

7. 30 minutes past 11

---

8. Jamal takes a survey. The choices are peas, beans, and corn. Most people like peas. More people like corn than beans. [Lessons 4.4, 4.7]
Which is the least liked? ________ are the least liked.

9. Circle a group of 10. Estimate how many in all. [Lesson 8.3]

about

30  50
<table>
<thead>
<tr>
<th>Mastery Level</th>
<th>Learning Goals</th>
<th>Comments</th>
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<tbody>
<tr>
<td>B  D  M</td>
<td>Lesson</td>
<td></td>
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<tr>
<td>I-1</td>
<td>Understand the relationship between numbers, quantities, and place value in whole numbers up to 100.</td>
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<tr>
<td>I-2</td>
<td>Identify the place value for each digit to 100.</td>
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<tr>
<td>I-3</td>
<td>Use logical reasoning to solve problems.</td>
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<tr>
<td>I-4</td>
<td>Count, read, and write whole numbers to 100, including using words to represent numbers.</td>
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<tr>
<td>I-5</td>
<td>Estimate numbers to 100 in computation and problems.</td>
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<tr>
<td>I-6</td>
<td>Place whole numbers 1 to 100 in correct order.</td>
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<tr>
<td>I-7</td>
<td>Use symbols for less than (&lt;) and greater than (&gt;) to compare whole numbers from 1 to 100.</td>
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<tr>
<td>I-8</td>
<td>Understand and describe simple patterns.</td>
<td></td>
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<tr>
<td>I-9</td>
<td>Choose a strategy to solve a problem.</td>
<td></td>
</tr>
<tr>
<td>I-10</td>
<td>Recognize, describe, and extend patterns and determine a next term in patterns.</td>
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</table>

**B = Beginning; D = Developing; M = Mastered**

**Note to Parents**
Write the number of each. Circle the group that has more.

1. 
   _____ hats 
   _____ candles

2. 
   _____ presents 
   _____ cupcakes

Write the number next to the number word.

3. ten _____  
4. four _____  
5. seven _____

Write the missing numbers.

6. 
   10 11 12 13 14 15 16 17 18 19 20

   11, _____ 13, 14, _____, _____, 17, 18, 19, _____

Write the numbers in order from least to greatest.

7. 2, 9, 4, 3 _____, _____, _____, _____

Write the numbers in order from greatest to least.

8. 20, 11, 16, 19 _____, _____, _____, _____
Chapter Pretest

How many tens, how many ones? [Lesson 1.2]

1. 

2. 84

   _____ tens  _____ ones

   _____ tens  _____ ones

Write the number or number words. [Lesson 1.4]

3. thirteen

4. 41

Write the numbers in the correct order. [Lesson 1.6]

5. 24, 23, 25

6. 78, 72, 81

   _____, _____, _____

   _____, _____, _____

7. What number is between 39 and 41?

8. What number is right before 73?

   _____

   _____

Solve. [Lesson 1.8]

9. The stripes on a flag are white, green, yellow, white, green, yellow.
   What is the missing color?
   white, ________, yellow
Mid-Chapter Test

Circle the correct number. [Lesson 1.1]

1.  
<table>
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   24  42  44

2.  
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   86  80  68

Circle the correct number or number words.  [Lesson 1.4]

3.  
   2  22  20

4.  
   30  60  63

5.  
   13  30  33

Use place value to solve.  [Lesson 1.2]

6. Mr. Rich gets 4 boxes of pens. Each box has 10 pens. There are 43 students in art class. Will every child get a pen?

Use logical reasoning to solve.  [Lesson 1.3]

7. Emily, Jose, and Lu are in the spelling bee. Emily will spell before Jose. Lu will spell before Emily. What order will they spell in? first ____, second _____, third _____
Vocabulary Test

Draw a line to the picture that matches the word.

1. ones

2. is greater than

3. number line

4. tens

5. is less than

Use the word bank. Write the correct word in the blank.

6. 10, 20, 30, 40 is an example of a ________.

7. The value of digit by its place in a number is its ____________.

8. Seventeen is ____________ sixteen and eighteen.
Oral Assessment

Preparation: Base-10 cubes and unit cubes are needed for this assessment.

Directions: This test targets those students who have developing verbal skills—both oral and written. Ask the questions below and have students record their answers, or record the answers they supply.

1. Show student 4 base-10 cubes and 6 unit cubes. Ask, What number does this show?
2. Show student 6 base-10 cubes and 5 unit cubes. Ask, What number does this show?
3. Have students write a statement using the greater than symbol for 35 and 28.
4. Have students write a statement using the less than symbol for 11 and 99.
5. Have students write these numbers in the correct order: 14, 16, 12.
6. Have students write the number 17 and the word for the number.
7. Have students write the number 23 and the word for the number.
8. Ask, What number is between 29 and 31?
9. Ask, What number comes before 20?
10. Direct child to write out the following pattern: dog, cat, cat; dog, cat, cat; dog, cat, cat. Ask, What is the next word in the pattern? What is the word after that word?

Notes and comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Oral Assessment Responses

1. ______________________  2. ______________________
3. ______________________  4. ______________________
5. ______________________  6. ______________________
7. ______________________  8. ______________________
9. ______________________  10. ______________________
Name

Listening Assessment

Preparation: Base-10 cubes and unit cubes are needed for this assessment.

Ask each child to complete the following groups of tasks.

1. Write the number 29 using digits. Write the number word for 29. Use cubes to show 29.

2. Write the number 12 using digits. Write the word for 12. Which is greater, 12 or 29? Use the symbol for “greater than.”

3. Write the numbers 35, 36, and 37. Write the number that comes next. Write the value of the ones digit.

4. Use the hundred chart. Skip count by 5s. Fill in the blanks. Circle the numbers in the tens place in your answers.

5. Estimate how many beans are in the jar. Draw beans and squares to show a repeating pattern.
Listening Assessment Response Sheet

1. ____, ____________

2. __, ______, ______

3. __, __, __; __; __

4. __, __, __, __, __, __, __, __

5. ![about jar] about ________
# Chapter Project Rubric

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<tr>
<th>Score</th>
<th>Explanation</th>
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<tbody>
<tr>
<td><strong>3</strong></td>
<td>Student created a poster that illustrated math concepts and included all relevant vocabulary. Student showed creativity in designing the poster. Student shared and explained concepts on the poster to classmates.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Student created a poster that illustrated math concepts and included relevant vocabulary. Student showed creativity in designing the poster.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Student created a poster that illustrated math concepts and included some relevant vocabulary.</td>
</tr>
<tr>
<td><strong>0</strong></td>
<td>Student did not accomplish the task sufficiently; the poster was either incomplete or incorrect.</td>
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## Chapter Foldables Rubric

<table>
<thead>
<tr>
<th>Score</th>
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<tbody>
<tr>
<td><strong>3</strong></td>
<td>Student successfully made, labeled, and used 3-Pocket Foldable. Student understood place value, and was able to form, read, count, and write numbers from 1–100. Student successfully compared and ordered numbers from 1–100, and used the proper vocabulary to describe number relationships. Student was able to demonstrate counting patterns using the Foldable.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Student successfully made, labeled, and used 3-Pocket Foldable. Student understood place value, and was able to form, read, count, and write numbers from 1–100. Student successfully compared and ordered numbers from 1–100.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Student successfully made, labeled, and used 3-Pocket Foldable. Student understood place value, and was able to form, read, count, and write numbers from 1–100.</td>
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<tr>
<td><strong>0</strong></td>
<td>Student did not correctly make or use 3-Pocket Foldable. Student did not successfully demonstrate knowledge of place value or number relationships.</td>
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Name

Chapter Test, Form 1

Read each question carefully.
Fill in the circle for the correct answer.

1. 50 ones = ?
   ○ 50 tens
   ○ 5 tens
   ○ 10 ones
   ○ 1 ten

2. 7 tens = ?
   ○ 710
   ○ 700
   ○ 70
   ○ 7

3. How many tens and ones are there?
   ○ 4 ones 7 tens
   ○ 47 tens
   ○ 74 ones
   ○ 4 tens 7 ones

4. Which is seventy-three?
   ○ 37
   ○ 73
   ○ 70
   ○ 703

5. Which number is 49?
   ○ four-nine
   ○ nine-four
   ○ four and nine
   ○ forty-nine

6. What is the value of the 5 in 85?
   ○ 80
   ○ 50
   ○ 15
   ○ 5
7. Which shows skip-counting by 5s?
   - 5, 10, 12, 20, 25
   - 5, 9, 15, 20, 23
   - 5, 10, 15, 20, 25
   - 5, 10, 15, 20, 24

8. About how many marbles are there?
   - 10 marbles
   - 20 marbles
   - 30 marbles
   - 50 marbles

9. There are 10 beans in the jar.

   About how many beans will the jar hold?
   - 50 beans
   - 30 beans
   - 20 beans
   - 10 beans

10. Which is between 48 and 50?
    - 48
    - 49
    - 50
    - 51
Chapter Test, Form 2A

Read each question carefully.
Fill in the circle for the correct answer.

1. 6 tens and 4 ones = ?
   ○ 64
   ○ 64 tens
   ○ 604
   ○ 640

2. 2 tens = ?
   ○ 210
   ○ 20
   ○ twelve
   ○ 102

3. How many tens and ones are there?
   ○ 72 tens
   ○ 72 ones
   ○ 7 ones 2 tens
   ○ 7 tens 2 ones

4. Which is thirty-one?
   ○ 103
   ○ 31
   ○ 13
   ○ 301

5. Which is 64?
   ○ six and four
   ○ sixty-four
   ○ four and six
   ○ six-forty

6. What is the value of the 4 in 49?
   ○ 14
   ○ 40
   ○ 4
   ○ 90

Name ____________________________
7. Which shows skip-counting by 5s?
   - 5, 10, 15, 20, 25
   - 5, 9, 15, 20, 25
   - 4, 9, 14, 20, 24
   - 5, 10, 50, 55, 100

8. About how many buttons are there?
   - about 80 buttons
   - about 85 buttons
   - about 40 buttons
   - about 20 buttons

9. There are 10 bows in the jar.
   About how many bows will fill 4 jars the same size?
   - about 20 bows
   - about 10 bows
   - about 40 bows
   - about 80 bows

10. Which is between 68 and 70?
     - 68
     - 69
     - 71
     - 72
Name ____________________________________

Chapter Test, Form 2B

Read each question carefully.
Fill in the circle for the correct answer.

1. How many tens? How many ones?
   - 7 tens 5 ones
   - 5 tens 7 ones
   - 75

2. What number is this?
   - 21
   - two-one
   - 210

3. Which group shows thirty-one?
   - [Group A]
   - [Group B]
   - [Group C]
   - [Group D]

4. What is this number?
   - [Table]

   - 403
   - 43
   - 34

GO ON
5. 2 tens = ?
   ○ 20  
   ○ 10  
   ○ 2 ones

6. What is missing?
   5, 10, 15, 20, 25, 30, □, 40
   ○ 35  
   ○ 31  
   ○ 5

7. About how many boxes are there?
   □□□□□□□□□□ = 10
   ○ about 25  
   ○ about 30  
   ○ about 60

8. About how many beans can the big jar hold?
   ○ 40  
   ○ 10  
   ○ 60

9. What is between 40 and 42?
   ○ 40  
   ○ 41  
   ○ 42
Chapter Test, Form 2C

Read each question carefully.
Write your answer.

1. How many tens and how many ones?

   ________ tens ________ ones

2. What is another name for 40 ones?

   ________ tens

3. What number is shown by 7 tens and 2 ones?

   ________

4. What is another name for 3 tens?

   ________

5. What is the value of the 3 in 83?

   ________

6. What is the value of the 7 in 78?

   ________

7. Write the word for 98.

   ________

8. Write the number for thirteen.

   ________
9. The circle shows ten cars. About how many cars are there outside the circle?

about _____ cars

10. What number is between 79 and 81?

_____ 

11. Which is greater, 45 or 54?

_____ > _____ 

12. How does 78 compare to 89?

78  89. 


[Diagram of shapes: rectangle, oval, triangle, rectangle, oval, triangle]
Chapter Test, Form 2D

Read each question carefully.
Write your answer.

1. How many tens? How many ones?

_____ tens _____ ones

2. What is another name for 3 tens?

_____

3. What is another name for 6 tens and 8 ones?

_____

4. What is the value of the 4 in 49?

____________

5. What is the value of the 6 in 26?

____________

6. Write the word for 12.

__________
7. Write the number for fifteen.  
_____  

8. There are 10 buckets in the circle. About how many buckets are there outside the circle?  

![Diagram with 10 buckets in a circle and additional buckets outside the circle]

about _____ buckets  

9. What number is between 17 and 19?  
_____  

10. Which is less, 37 or 73?  
_____ < _____  

11. How does 18 compare to 8?  
18 □ 8  

12. Jan, Mike, and Tad enter a hot dog eating contest. Tad eats the fewest hot dogs. Mike eats more than Tad but fewer than Jan. Who eats the greatest number of hot dogs?  
_________
### Cumulative Standardized Test Practice

Read each question carefully.  
Fill in the circle for the correct answer.

1. What is another name for 30 ones? [Lesson 1.1]
   - ○ 31
   - ○ 30 tens
   - ○ 3 tens
   - ○ 1 ten

2. What is another name for 5 tens? [Lesson 1.1]
   - ○ 5
   - ○ 15
   - ○ 50
   - ○ 51

3. How many tens and ones are shown? [Lesson 1.2]
   - ○ 52 ones
   - ○ 5 tens 2 ones
   - ○ 5 ones 2 tens
   - ○ 52 tens

4. Which number is forty-seven? [Lesson 1.2]
   - ○ 77
   - ○ 74
   - ○ 47
   - ○ 40

5. What is the word for 18? [Lesson 1.4]
   - ○ one-eight
   - ○ eighty
   - ○ eight-one
   - ○ eighteen

6. What is the value of the 3 in 83? [Lessons 1.1, 1.3]
   - ○ 3
   - ○ 30
   - ○ 35
   - ○ 80
7. What is the missing number? [Lesson 1.8]
   25, 30, 35, □, 45, 50, 55
   _____

8. About how many marbles are in the picture? [Lesson 1.5]
   About _____ marbles

9. There are 10 berries in the bowl. [Lesson 1.5]
   About how many total berries will it take to fill the bowl? _____ berries

10. What number is between 29 and 31? [Lesson 1.6]
    _____

11. What number is missing? [Lesson 1.6]
    34, 36, 38, □, 42, 44 _____

12. Sandy is older than Ann. Ann is older than Raven. Who is the oldest of the three? [Lesson 1.9]
    __________
Chapter 1 Graphic Organizer

Number Line

A suggestion for how to complete this graphic organizer can be found in the answer pages at the back of this book.

Note to Teacher: You may use this graphic organizer to help students practice skip counting by various intervals. Using the suggested intervals, have students place their finger on the number line and skip count. Have students then write the number pattern they counted.

Counting in equal groups of 2 or more is called skip counting.

Put your finger on 0. Skip count by 2s. Write your answers.

2 4 6 8 10

Put your finger on 0. Skip count by 3s. Write your answers.

3 6 9 12 15

Put your finger on 0. Skip count by 5s. Write your answers.

5 10 15 20

Put your finger on 0. Skip count by 4s. Write your answers.

4 8 12 16 20

Tell a friend what you learned.

Chapter 1 Anticipation Guide

Preparation: A set of base-ten cubes and unit cubes are needed for this activity.

Directions: Before you begin Chapter 1, distribute these questions to students. Read questions along with students, giving them time to answer each. You may want to ask the same questions after students complete the chapter.

<table>
<thead>
<tr>
<th>Before Chapter</th>
<th>After Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which is more?</td>
<td>base-ten cubes are circled</td>
</tr>
<tr>
<td>2. How many tens and how many ones in 23?</td>
<td>2 tens 3 ones</td>
</tr>
<tr>
<td>3. What would you do to find the answer to this question? Jan is older than Jim. Jim is older than Kat. Who is the youngest?</td>
<td>Use logical thinking; Kat is youngest.</td>
</tr>
<tr>
<td>4. What is another way to write thirteen?</td>
<td>13</td>
</tr>
<tr>
<td>5. Which group shows about 10?</td>
<td>square group</td>
</tr>
<tr>
<td>6. What is the correct order for the numbers 24, 23, 25?</td>
<td>23, 24, 25</td>
</tr>
<tr>
<td>7. What number is between 39 and 41?</td>
<td>40</td>
</tr>
<tr>
<td>8. Which number is greater 37 or 73?</td>
<td>73</td>
</tr>
<tr>
<td>9. The books on a shelf are blue, red, blue, red, red. What color are the next three books?</td>
<td>blue, red, red</td>
</tr>
<tr>
<td>10. How can you skip count to find the number of feet on six chickens?</td>
<td>2, 4, 6, 8, 10, 12</td>
</tr>
</tbody>
</table>
Reteach
Tens and Ones

Another name for ten ones is one ten.

\[ \text{5 tens 4 ones} = 54 \text{ in all} \]

Count how many tens and ones. Write the number.

1. \[ \text{5 tens 2 ones} = 52 \text{ in all} \]

2. \[ \text{7 tens 1 ones} = 71 \text{ in all} \]

3. \[ \text{1 tens 9 ones} = 19 \text{ in all} \]

Skills Practice
Tens and Ones

Write how many tens and ones.

1. \[ 15 = \underline{1} \text{ ten } \underline{5} \text{ ones} \]

\[ \underline{10} + \underline{5} = \underline{15} \]

2. \[ 43 = \underline{4} \text{ tens } \underline{3} \text{ ones} \]

\[ \underline{40} + \underline{3} = \underline{43} \]

3. \[ 66 = \underline{6} \text{ tens } \underline{6} \text{ ones} \]

\[ \underline{60} + \underline{6} = \underline{66} \]

Draw a picture to solve.

4. There are 10 / in a box. Deb buys 3 boxes.
   How many / will she have?
   \[ \underline{30} \text{ pencils} \]

5. Juan buys 2 boxes of \( \bigcirc \).
   Each box has 10 \( \bigcirc \).
   Juan buys 4 more \( \bigcirc \).
   How many \( \bigcirc \) will Juan have in all?
   \[ \underline{24} \bigcirc \]
## Homework Practice

### Tens and Ones

**Write how many tens and ones.**

1. \[ 23 = \underline{2} \text{ tens} \quad \underline{3} \text{ ones} \]
   
   \[ \underline{2} \text{ tens} + \underline{3} \text{ ones} = \underline{23} \]

2. \[ 57 = \underline{5} \text{ tens} \quad \underline{7} \text{ ones} \]
   
   \[ \underline{5} \text{ tens} + \underline{7} \text{ ones} = \underline{57} \]

**Use what you know about tens and ones to solve.**

3. Mary puts her buttons in 2 groups of ten. She has 4 left over. How many buttons does she have in all?
   
   \[ \underline{2} \text{ tens} + \underline{4} \text{ ones} = \underline{24} \text{ buttons} \]

4. Ben has a sheet of 60 stamps. He cuts the sheet apart into groups of 10. How many groups of 10 does he have?
   
   \[ \underline{6} \text{ groups of 10} \]
Answers (Lessons 1-1 and 1-2)

Each digit in a number has a value.

- 27 = 2 tens + 7 ones

Circle the value of the underlined digit.

1. 32
   - 3 or 30

2. 45
   - 4 or 40

3. 63
   - 3 or 30

4. 51
   - 5 or 50

5. 49
   - 9 or 90

6. 18
   - 1 or 10

Reteach
Place Value to 100

Ben's Beads

Circle groups of ten beads. Answer the questions.

Help! Ben dropped a box of beads that he was using to make a bracelet. He estimates that he has about 85 beads. He needs a fast way to count the beads.

- How many tens are circled? 6
- How many beads are spilled? 65
- Is Ben's estimate correct? no
- Ben uses 15 beads for each bracelet. How many bracelets can he make with these beads? 4

Answers will vary.
Skills Practice
Place Value to 100

Circle the value of the underlined digit.

1. 63
   6 or 60

2. 48
   8 or 80

3. 19
   1 or 10

4. 86
   8 or 80

5. 27
   7 or 70

6. 71
   7 or 70

7. 59
   9 or 90

8. 15
   5 or 50

9. 93
   9 or 90

10. 41
    1 or 10

11. 52
    5 or 50

12. 76
    6 or 60

13. 31
    3 or 30

14. 29
    2 or 20

15. 65
    5 or 50

Use place value to solve.

16. Kai has 59 pennies.
    A drink costs 69 pennies.
    Does he have enough to buy the water?
    How do you know?
    No; answers will vary.

Homework Practice
Place Value to 100

Circle the value of the underlined digit.

1. 73
   7 or 70

2. 13
   1 or 10

3. 47
   7 or 70

4. 17
   1 or 10

5. 54
   4 or 40

6. 95
   5 or 50

7. 15
   5 or 50

8. 87
   7 or 70

9. 31
   3 or 30

10. 25
    5 or 50

11. 65
    5 or 50

12. 37
    3 or 30

13. 83
    3 or 30

14. 94
    9 or 90

15. 31
    3 or 30

Use place value to solve.

5. A bookcase has 43 books.
   There are 34 students in the class. Are there enough books for the students? How do you know?
   Yes; answers will vary.

6. There are 75 children in the concert. There are 8 boxes of song books. There are 10 books in each box. Is there a book for each child in the concert? How do you know?
   Yes; answers will vary.
Answers (Lesson 1-2)

Chapter Resources

Name

2NS1.1

Enrich
Numbers All Around Me

Answers will vary.

My age is __________.
My age next year will be ________.
My age in ten years will be ________.
The number of boys in my class ________.
The number of girls in my class ________.
The number of windows in my classroom ________.
My phone number is __________.

Enrich
Numbers All Around Me

1-2

Solve.

1. What is the value of the 6 in 61? 60
2. What is the value of the 2 in 52? 2

3. Rita shows the number 12 with place-value models. She uses 2 ones. How many tens does she use? 1 ten

4. Drew shows the number 76 with place-value models. He uses 7 tens. How many ones does he use? 6 ones

5. Which two numbers use the digits 3 and 1? 13 and 31

6. Mr. Lo is thinking of a number. The ones digit is 8. The tens digit is 1. What is Mr. Lo’s number? 18

Problem-Solving Practice

Place Value to 100

1-2
Answers (Lesson 1-3)

Name

Reteach (1)
Problem-Solving Strategy: Logical Reasoning

Step 1
Understand

What do I know?
- Pat rides behind Bill.
- Bill rides behind Rob.
- Who rides in front?

What do I need to find?
- I need to find who is in front.

Step 2
Plan

How will I find the answer?
I can use logical reasoning.

Step 3
Solve

Use logical reasoning.

The first clue: Pat is behind Bill.
Write the order: Bill, Pat.
The second clue: Bill is behind Rob.
Write the order: Bill, Rob.
Who rides in front?
Rob

Step 4
Check

Does my answer make sense? (Yes) No

Three boys ride bicycles.
Pat rides behind Bill.
Bill rides behind Rob.
Who rides in front?

2. Tim, Emma, Ling, and Cory run a race. Emma is first. Ling is after Tim. Tim is not second. Who is second?

Cory

3. Pete, Ed, and Jane buy ice cream. Their cones have 1, 2, and 3 scoops. Pete has 2 scoops. Ed has more scoops than Pete. How many scoops does Jane have?

1 scoop(s)

4. Juan, Mia, and Wes pick 3 cards. Their numbers are 8, 5, and 1. Juan picks number 5. Wes does not pick number 8. Who picks number 8?

Mia
Use logical reasoning to solve. Show your work here.

**1. Zach, Alex, and Jen are on stage. Zach is on the left, Jen is not next to Zach, Who is in the middle?**

Alex

**2. Lori, Sara, Jill, and Ann are in line. Lori is first, Ann is before Jill. Who is in the middle?**

Jill

**3. Muhammed, Maria, and Chan have tickets. They are numbered 1, 2, and 3. Maria does not have number 2. Chan does not have number 3. Who has number 3?**

Muhammed

**4. Faye, Dan, and Trey are wearing soccer shirts. The shirts are numbered 2, 6, and 7. Dan has number 6, Trey's number is greater than Dan's. Who has number 2?**

Faye
You can write word names for numbers.

<table>
<thead>
<tr>
<th>Number</th>
<th>Word Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>one</td>
</tr>
<tr>
<td>2</td>
<td>two</td>
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<tr>
<td>3</td>
<td>three</td>
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<td>10</td>
<td>ten</td>
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<td>11</td>
<td>eleven</td>
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<td>12</td>
<td>twelve</td>
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<td>thirteen</td>
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<td>fourteen</td>
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<td>fifteen</td>
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<td>16</td>
<td>sixteen</td>
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<td>17</td>
<td>seventeen</td>
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<td>18</td>
<td>eighteen</td>
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<td>19</td>
<td>nineteen</td>
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<td>20</td>
<td>twenty</td>
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<td>30</td>
<td>thirty</td>
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<td>40</td>
<td>forty</td>
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<td>50</td>
<td>fifty</td>
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<td>60</td>
<td>sixty</td>
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<tr>
<td>70</td>
<td>seventy</td>
</tr>
<tr>
<td>80</td>
<td>eighty</td>
</tr>
<tr>
<td>90</td>
<td>ninety</td>
</tr>
<tr>
<td>100</td>
<td>one hundred</td>
</tr>
</tbody>
</table>

1. Write the number and number words.
   1. seventeen
   2. four
   3. forty-one
   4. twenty

Sort these numbers. Write the number inside the correct shape.
1. Numbers that have a tens digit greater than 5 belong in the circle.
2. Numbers that have a tens digit less than 5 belong in the rectangle.

44, 21, 16, 75, 67, 88
6, 34, 42, 90, 77, 92

Write numbers in the triangle that are between 40 and 70.
44, 21, 16, 67, 42, 44, 93, 88, 82, 77, 92
Grade 2

Chapter 1

### Skills Practice

**Read and Write Numbers**

Write the number or the number words.

1. seventy  
   70
2. sixteen  
   16
3. thirty-seven  
   37
4. twenty-five  
   25
5. eighty-nine  
   89
6. twelve  
   12
7. forty-eight  
   48
8. ninety-two  
   92
9. fifty-one  
   51
10. sixty-three  
    63
11. twenty-three  
    23
12. forty-five  
    45
13. seventy-eight  
    78
14. fifty-three  
    53
15. thirteen  
    13
16. ninety  
    90

### Homework Practice

**Read and Write Numbers**

Write the number or the number words.

1. seventy       70
2. fifty-nine    88
3. forty-four    44
4. twenty-two    22
5. ninety        90
6. seventy-three 73
7. fourteen      14
8. fifteen       15
9. one hundred   100

### Solve.

5. One of the biggest dinosaurs was 40 feet tall. Ann says it was forty feet tall. Is she right?
   **Answers may vary.**
   **Yes**

6. The same dinosaur was 85 feet long. Bill says it was eighty-eight feet long. Is he right?
   **No**

7. One small dinosaur had claws that were twelve inches long. Lupe says they were 14 inches long. Is she right?
   **No**

8. One very small dinosaur was only about sixteen inches long. Sam says it was 16 inches long. Is he right?
   **Yes**
**Enrich**

**Rolling Riddles**

**Preparation:** A number cube is needed for this activity.

**Roll the number cube three times.**

1. Each time you roll, write the number on the lines.
   - **Answers will vary.**

2. Arrange these numbers to make a different three-digit number.
   - **Answers will vary.**

3. Arrange the numbers once more to make another three-digit number.
   - **Answers will vary.**

4. Write the three-digit numbers in order, from least to greatest.
   - **Answers will vary.**

5. Will any of the numbers be greater than 700? **no**
   - Why? The largest numeral on the number cube is 6.
Chapter Resources

Name

Grade 2

2NS6.0

Skills Practice

Estimate Numbers

Estimate. Circle your answer.

1. about 20
   about 60

2. about 10
   about 50

3. about 30
   about 80

4. about 10
   about 50

5. about 10
   about 50

Estimate to solve.

5. Mr. Green orders 48 horns for the band. The band has five different sections. Two sections have 10 children. Three sections have more than 10 children. Is there a horn for every child in the band? How do you know?

No; the estimated number of children is greater than the number of horns.

Reteach

Estimate Numbers

Count to get an exact number.

1. 10 grapes
   20 grapes
   50 grapes

Make your estimate. Use the jars to help.

Circle your answer.

1. about 10
   about 20
   about 50

2. about 20
   about 20
   about 50

3. about 20
   about 20
   about 50

4. about 10
   about 20
   about 50

5. about 10
   about 20
   about 50

6. about 20
   about 20
   about 50

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Answers (Lesson 1-5)

Estimate Numbers

1. About how many balls does Jan have?
   - About 10 balls

2. About how many jacks does Jim have?
   - About 20 jacks

3. Brian wants to eat about 20 peanuts. Circle the bag he should choose.
   - Bag with 10 peanuts

4. Leah needs about 50 chocolate chips to make muffins. Circle the bag she should choose.
   - Bag with 30 chocolate chips

5. Rob has an empty bag. About how many marbles will fill the empty bag?
   - About 30 marbles

6. Ken has an empty jar. About how many beans will fill the empty jar?
   - About 40 beans

Estimate to solve.

5. Mrs. Todd buys 10 boxes of stars and 10 boxes of hats. Each box of stars has 10 stars. Each box of hats has 10 hats. Some hat boxes have more than 10 hats. Is there a star for every hat? How do you know?
   - Yes; the estimated number of stars is greater than the number of hats.

6. Ms. Benson is carrying 6 bags of stars and 10 bags of apples. Most bags have 10 apples. Some bags have more than 10. Fifty-eight children are in line for apples. Is there an apple for each child? How do you know?
   - Yes; the estimated number of apples is greater than the number of children.
The hundred chart gives the numbers 1 to 100 in order.

1. The number of apples in Jim’s basket is less than 75, but greater than 68. Jim estimates there are 60 apples in the basket. Is he correct? No.

2. The number of strawberries in this basket is less than the number of days in September, but greater than 20. Circle the correct estimate. 25 35 45

3. The number of grapes on this bunch is about the same as the number of days in three weeks. (Hint: there are 7 days in one week.) Circle the closest estimate. 25 35 45

4. Ian estimates that there are more than 30 cherries in this picture. Do you agree with this estimate? Yes. Circle groups of ten cherries. Count them. Was your estimate correct? Answers will vary.

Answers (Lessons 1-5 and 1-6)
Use the number line to fill in the blanks.

1. 33, 34, 35, 43, 44, 45, 34, 35, 36
2. 38, 39, 40, 45, 46, 47, 37, 38, 39
3. 39, 40, 41, 47, 48, 49, 45, 46, 47
4. 48, 49, 50, 29, 30, 31, 37, 38, 39
5. 37, 38, 39, 40, 30, 31, 32, 33
6. 43, 44, 45, 46, 40, 41, 42, 43
7. 37, 38, 39, 40, 38, 39, 40, 41
8. 46, 47, 48, 49, 34, 35, 36, 37

Use number order to solve.

9. Cindy drops her notebook. She picked up pages 28, 29, 32, 33, 34, and 35.
Which pages are missing?

30, 31
Problem-Solving Practice

Order Numbers

Solve.

1. What number comes just before 100?
   — 99

2. Jon read page 69 of his book. What page number is next?
   — 70

3. Liz is the middle child of 3 kids. Her brother is 9. Her sister is 11. How old is Liz?
   — 10

4. Mr. Morris gives his class clues about his age. His age is more than 30. It comes just before 40. What is Mr. Morris's age?
   — 39

5. Peng is making a map of his street. He wants to put the addresses in order from greatest to least. The addresses are 33, 31, 32, 34. How can he order the numbers? Draw 4 houses to help solve.
   — 34, 33, 32, 31

6. Ms. Jones wants to put these number cards in order from least to greatest: 10, 5, 25, and 50. How can she order the number cards? Draw the cards to help solve.
   — 5, 10, 25, 50

Enrich

Who is Missing?

Write the missing numbers on the lines in order from least to greatest.

| 41 | 42 | 43 | 44 | 45 |
| 51 |    | 53 |    | 55 |
| 61 | 63 |    | 65 |    |
| 71 |    | 73 |    | 75 |
| 81 | 83 | 84 | 85 |

1. Which missing numbers are > than 63? 64, 72, 73, 74, 82
2. Which missing numbers are < than 63? 62, 54, 53, 52
3. Which missing number is > than 70, and the sum of the digits is > 10? 74
4. Which missing number is > than 81, and the sum of the digits is = 10? 82
**Answers (Lesson 1-7)**

### Skills Practice

**Compare Numbers**

1. \(47 > 38\)
2. \(23 = 23\)
3. \(95 > 38\)
4. \(31 > 21\)
5. \(83 > 45\)
6. \(80 > 59\)
7. \(28 > 21\)
8. \(80 > 59\)

### Reteach

You can use models to help you compare numbers. First compare tens. If they are equal, compare ones.

1. \(12 < 22\)
2. \(22 = 22\)
3. \(21 < 33\)
4. \(32 < 43\)
5. \(52 > 47\)
6. \(66 > 56\)
7. \(72 > 72\)
8. \(88 > 81\)
9. Ken has more fruit bars than his sister Keesha. Ken has 7 fruit bars. Write how many fruit bars Keesha may have. any number \(< 7\)

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Name ____________________________

Homework Practice

Comparing Numbers

Compare. Write >, <, or =.

1. 94 > 49
2. 21 < 22
3. 78 = 78
4. 37 < 39
5. 98 > 89
6. 33 > 31

7. Look back over this page.
   Circle any number greater than 70.
   Draw a box around numbers between 70 and 89.
   Mark X on numbers with a 6 in the ones place.
   What numbers have a circle, a square, and an “X”?
   ____________  ____________  ____________

Problem-Solving Practice

Comparing Numbers

Solve. Write >, <, or = to show the answer.

1. Anna’s favorite number is 75.
   Jack’s favorite number is 60.
   Which number is greater?
   ____________

2. Pete’s favorite number is 99.
   Lana’s favorite number is 100.
   Which number is less?
   ____________

3. On Saturday, 92 people go to the zoo.
   On Sunday, 95 people go to the zoo.
   Are there more people at the zoo on Saturday or Sunday?
   How do you know?
   ____________

4. On Friday, the baseball game lasts 79 minutes.
   On Saturday, the baseball game lasts 74 minutes.
   Is the game shorter on Friday or Saturday?
   How do you know?
   ____________

5. Eighteen inches of snow fall in December.
   Twenty-two inches of snow fall in January.
   Which month has more snow, December or January?
   How do you know?
   ____________

6. Cal and Ron are comparing homework.
   Cal says that 74 > 89.
   Ron says that 89 > 74.
   Who has the correct answer?
   How do you know?
   ____________

   Ron; answers may vary.

   ____________  ____________  ____________

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Chapter 1

Grade 2

A18 Answers (Lesson 1-7)
**Enrich**

Name ____________________________

**Number Order**

Draw a line to connect two digits.
Use the digits to make two-digit numbers.

3 \[\underline{\quad}\] 4 \[\underline{\quad}\] 1
5 \[\underline{\quad}\] 2 \[\underline{\quad}\] 9
8 \[\underline{\quad}\] 6 \[\underline{\quad}\] 7

Record each number in the box.

<table>
<thead>
<tr>
<th>34</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**Answers will vary.**

Cut out the boxes and arrange the numbers in order from least to greatest. Work with another student and sort both sets in order from least to greatest.

**Reteach**

Name ____________________________

**Patterns**

You can use patterns to solve problems.
Some patterns are **repeating patterns**.

Some patterns are **growing patterns**.

Draw a picture to continue each pattern.

1. [Pattern of stars and circles]

2. [Pattern of arrows]

3. [Pattern of squares]

**Answers will vary.**
**Skills Practice**

**2SDAP2.1, 2SDAP2.2**

**Patterns**

**Draw a picture to continue the pattern.**

1. \[\begin{array}{c}
   1 \\
   2 \\
   3 \\
   4 \\
\end{array}\]

2. \[\begin{array}{c}
   8 \\
   6 \\
   4 \\
   2 \\
\end{array}\]

3. \[\begin{array}{c}
   4 \\
   3 \\
   2 \\
   1 \\
\end{array}\]

4. \[\begin{array}{c}
   3 \\
   6 \\
   9 \\
   12 \\
\end{array}\]

**Solve.**

5. Owen walks 3 miles each day. How many miles will he walk in 5 days? **15** miles

6. Kat is building this block pattern: 2 blocks, 4 blocks, 6 blocks. How many blocks should Kat build next? **8** blocks

**Homework Practice**

**2SDAP2.1, 2SDAP2.2**

**Patterns**

**Draw a picture to continue the pattern.**

1. \[\begin{array}{c}
   1 \\
   2 \\
   3 \\
   4 \\
\end{array}\]

2. \[\begin{array}{c}
   11 \\
   9 \\
   7 \\
   5 \\
\end{array}\]

3. \[\begin{array}{c}
   4 \\
   3 \\
   2 \\
   1 \\
\end{array}\]

4. \[\begin{array}{c}
   3 \\
   6 \\
   9 \\
   12 \\
\end{array}\]

**Find the pattern and solve.**

5. On Monday, Sal eats 3 grapes. On Tuesday, he eats 5 grapes lesson. On Wednesday he eats 7 grapes. If he keeps up this pattern, how many grapes will he eat on Saturday? **13** grapes

6. Betty is making a bracelet with colored beads. She is using this pattern: 1 green, 2 blue, 2 green, 2 blue, 3 green, 2 blue. What beads come next? **4 green, 2 blue**
Problem-Solving Practice  2SDAP2.1, 2SDAP2.2

Patterns

Use patterns to solve.

1. Nan is painting this pattern on her bedroom floor: two circles, two squares, four circles, four squares. If Nan continues the pattern, what will she paint next?

   6 circles, 6 squares

2. Lily is painting a wall in her room. She wants to use one triangle followed by two circles, followed by three squares. If she continues the pattern, how many stars would she paint?

   4 stars

3. The third-grade class has started to paint a long wall in school. They have painted the pattern shown here. Draw the next two parts of the pattern in the box.

4. Kyle is drawing patterns on paper. His pattern is △□□△. Each time he draws it he adds one more square. Draw the next two parts of the pattern in the box.

Enrich

Hoop, Skip, and Jump!

What number comes next in each pattern? Write your answer at the end of each row.

Create another number pattern on the back of this page or on another piece of paper.
Reteach (1)

Problem-Solving Investigation: Choose a Strategy

There are 20 children on the playground.
Eleven children play kickball.
Five children play hopscotch.
The rest play soccer.
How many children play soccer?

Step 1
What do I know?
There are 20 children on the playground.
11 play kickball.
5 play hopscotch.

What do I need to find?
How many play soccer.

Step 2
How will I find how many?
I can act it out.

Step 3
I can use counters to act it out.

Step 4
Did I act it out? yes
Does my answer make sense? yes

Solve.
1. Mandy makes 4 snowballs.
   Sara makes 2 snowballs.
   How many snowballs do they have in all?
   __6__ snowballs

2. Four kids wait in line to use the slide. Chad is third in line.
   Don is behind Chad. Al is in front of Bob. Bob is second in line.
   Who is first in line?
   Al is first in line.

3. Jill draws a picture for her mom. The picture has three circles.
   Jill starts with a blue circle. She puts a red circle next to the yellow circle.
   She puts a yellow circle next to the blue circle. Which color is the middle circle?
   yellow
### Answers (Lesson 1-9)

**Problem-Solving Investigation: Choose a Strategy**

**Draw a Picture**

**Logical Reasoning**

**Act It Out**

---

**1.** Shane, CJ, and Vera wash, dry, and put away the dishes. Shane does not dry the dishes. Vera puts away the dishes, CJ gives Vera the dry dishes. Who washes the dishes?
- **Shane**

**2.** Sara is setting the table. She sets a fork, napkin, plate, fork, napkin, plate, and a fork. What should she set next?
- **Napkin**

**3.** Nina makes four pies. BJ buys a cake. Grandma Jenkins makes 3 giant cookies. How many desserts does the family have in all?
- **8 desserts**

---

**Skills Practice**

**Problem-Solving Investigation: Choose a Strategy**

**Draw a Picture**

**Logical Reasoning**

**Act It Out**

---

**1.** Kyra is feeding eight ducks. Five ducks swim away. How many ducks are left for Kyra to feed?
- **3 ducks are left**

**2.** Dex does a silly walk. His walk is step, hop, step, hop. How could Dex use A's and B's to show the pattern of his silly walk?
- **ABB; ABB**

**3.** Three children are in line to play kickball. Kim is not second. Cedric will kick after Bob. Bob is not first. In what order will they kick?
- **Kim, Bob, Cedric**
**Enrich**

**Fruit Bowls**

Draw and color fruit to solve the problems.

1. There are 9 apples in a bowl. They are red and green. For each red apple there are 2 green apples.

   There are \( \underline{3} \) red apples, and \( \underline{6} \) green apples in the bowl.

2. There are pears, peaches and bananas in a bowl. There are 10 pieces of fruit. There are two bananas. There is one more peach than bananas. The number of peaches and bananas is equal to the number of pears.

   There are \( \underline{2} \) bananas, \( \underline{3} \) peaches, and \( \underline{5} \) pears.

3. There are 9 apples. They are red, yellow and green. Two apples are green. There are two more red apples than green apples. How many apples are yellow?

   There are \( \underline{3} \) yellow apples.

---

**Reteach**

**Patterns on a Hundred Chart**

Skip counting on a hundred chart makes patterns.

What is the pattern shown? **count by tens**

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<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>

Use a hundred chart to skip count.


3. Tell what patterns you see in the chart. **See students’ responses.**
Name ______________________

**Skills Practice**

**Patterns on a Hundred Chart**

Use the hundred chart to skip count.

1. Skip count by 2s.
   - 30, 32, 34, **36**, **38**, **40**, **42**.
2. Skip count by 5s.
   - 25, 30, 35, **40**, **45**, **50**.
3. Skip count by 10s.
   - 18, 28, 38, **48**, **58**, 68, 78.

Use a number pattern to solve.

4. Clint has to make shoes for 16 horses. How many shoes will he make?
   - **64** shoes

5. Kayla sees six stars on a poster. Each star has 5 points. How many points are there in all?
   - **30** points

6. Erika has to name the pattern on the hundred chart.
   - What should Erika call this pattern?
   - Skip counting by 6s.

---

**Homework Practice**

**Patterns on a Hundred Chart**

Use the hundred chart to skip count.

1. Skip count by 4s.
   - 36, 40, 44, **52**, **56**, **60**, **64**.
2. Skip count by 2s.
   - 36, 38, 40, **42**, **44**, **46**.
3. Skip count by 10s.
   - 12, 22, 32, **42**, **52**, **62**.

Use a number pattern to solve.

4. Raul wants to use a pattern to skip count backward by tens. He starts at 95. What can you tell Raul about the ones digits in his skip count?
   - The ones digit will be **5**.

5. James color skip counts by 5s. He starts at 5 and stops at 50. Tammy color skip counts the 10s on the same chart. She starts at 10 and stops at 50. What numbers will be colored by both children?
   - **10, 20, 30, 40, 50**.
Problem-Solving Practice 2SDAP2.1, 2SDAP2.2

Patterns on a Hundred Chart

Use a number pattern to solve.

1. Ryan skip counts by 5 four times. John skip counts by 4 five times. Both boys start at 0. They both stop when they reach the same number. What is the number? **20**

2. Mia color skip counts by 2 ten times. Sara color skip counts by 10 six times. They both start at 0. What numbers do Mia and Sara both color? **10, 20**

3. Xavier is making a spinner for a game. He starts counting at 30. He skip counts by 10. What numbers will he write on the spinner? **40, 60, 70, 80**

4. Enzo is making a game spinner for a game. He starts counting at 5. He skip counts by 5. What numbers will he write on the spinner? **10, 20, 25, 30**

Enrich 2SDAP2.1, 2SDAP2.2

Try-out and Dry-out

Mrs. Torrez coaches the girl’s swim team. She needs 3 towels for every girl on the team. Use the hundred chart to help her figure out how many towels to bring.

1. 17 girls try out for the team. If they all make the team, how many towels will Mrs. Torrez need? **51**

2. Last year, 26 girls were on the team. How many towels did they need last year? **78**

3. Mrs. Torrez has a total of 90 towels. What is the highest number of girls that could make the team and still get 3 towels? **30**
Inventory/Placement Test (continued)

Prescriptives: The Chapter and Lesson number reference the Grade 2 Chapter and Lesson that teaches the concepts covered in these questions. You may find the Grade 2 Reteach and Practice pages helpful to students who need further instruction.

Write the number. [Lessons 1.1, 1.5]

1. _____ ducks
2. _____ ducks

Fill in the missing numbers. [Lessons 2.3, 2.4, 3.2, 3.8]

3. 2 + 6 = 8
4. 8 - 3 = 5

Tell which shape is missing. [Lesson 1.3]

5. □ □ □ □ □ □ □ □

The missing shape is a ______.

Draw the missing hands to show the time. [Lesson 7.5]

6. _____
7. 30 minutes past 11
8. ______

9. Circle a group of 10. Estimate how many in all. [Lesson 8.3]

Which is the least liked? [Lessons 4.4, 4.7]

Beans

Which is the least liked?

Most people like peas. More people like corn than beans. ______

Jamal takes a survey. The choices are peas, beans, and corn. ______

Which is the least liked?
Name ____________________________

Diagnostic Test

Are you ready for chapter 1?

Write the number of each. Circle the group that has more.

1. ______ hats
   ______ candles
   9 hats

2. ______ presents
   ______ cupcakes
   4 presents

Write the number next to the number word.

3. ten ______
4. four ______
5. seven ______
6. ten 10
7. one 1

Write the missing numbers.

6. 10 11 12 13 14 15 16 17 18 19 20
   10 11 12 13 14 15 16 17 18 19 20

Write the numbers in order from least to greatest.

7. 2, 9, 4, 3 2, 3, 4, 9

Write the numbers in order from greatest to least.

8. 20, 11, 16, 19 20, 19, 16, 11

Chapter Pretest

How many tens, how many ones? (Lesson 1.2)

1. 8 tens 4 ones
2. 8 tens 4 ones

Write the number or number words. (Lesson 1.4)

3. thirteen 13
4. forty-one forty-one

Write the numbers in the correct order. (Lesson 1.6)

5. 24, 23, 25
   23, 24, 25

6. 78, 72, 81
   72, 78, 81

7. What number is between 39 and 41?
   40

8. What number is right before 73?
   72

Solve. (Lesson 1.8)

9. The stripes on a flag are white, green, yellow, white, green, yellow.
   What is the missing color?
   white, green, yellow
**Mid-Chapter Test**

Circle the correct number. [Lesson 1.1]

1. **tens**
   - 4
   - 2

   - 24
   - 42
   - 44

2. **tens**
   - 6
   - 8

   - 86
   - 80
   - 68

Circle the correct number or number words. [Lesson 1.4]

3. **tens**
   - 2
   - 22
   - 20

4. **tens**
   - 30
   - 60
   - 63

5. **ones**
   - 13
   - 30
   - 33

Use logical reasoning to solve. [Lesson 1.2]

6. Mr. Rich gets 4 boxes of pens. Each box has 10 pens. There are 43 students in art class. Will every child get a pen?
   **No.**

**Mid-Chapter Test**

Circle the correct number. [Lesson 1.1]

1. **tens**
   - 4
   - 2

   - 24
   - 42
   - 44

2. **tens**
   - 6
   - 8

   - 86
   - 80
   - 68

Circle the correct number or number words. [Lesson 1.4]

3. **tens**
   - 2
   - 22
   - 20

4. **tens**
   - 30
   - 60
   - 63

5. **ones**
   - 13
   - 30
   - 33

Use logical reasoning to solve. [Lesson 1.2]

6. Mr. Rich gets 4 boxes of pens. Each box has 10 pens. There are 43 students in art class. Will every child get a pen?
   **No.**

**Vocabulary Test**

Draw a line to the picture that matches the word.

1. ones

2. is greater than

3. number line

4. tens

5. is less than

Use the word bank.

Write the correct word in the blank.

6. 10, 20, 30, 40 is an example of a **pattern**.

7. The value of digit by its place in a number is its **place value**.

8. Seventeen is **between** sixteen and eighteen.
Oral Assessment Responses

1. 46
2. 65
3. 35 > 28
4. 11 < 99
5. 12, 14, 16
6. 17, seventeen
7. 23, twenty-three
8. 30
9. 19
10. dog, cat

Listening Assessment Response Sheet

1. 29, twenty nine
2. 12, twelve 29 > 12
3. 35, 36, 37, 38, 8
4. 5, 10, 15, 20, 25, 30, 35, 40
5. about 10

Answers will vary.
Chapter Test, Form 1 (continued)

7. Which shows skip-counting by 5s?
   - 5, 10, 12, 20, 25 procedural error
   - 5, 10, 15, 20, 23 conceptual error
   - 5, 10, 15, 20, 25 correct
   - 5, 10, 15, 20, 24 procedural error

8. About how many marbles are there?
   - 10 marbles correct
   - 20 marbles procedural error
   - 30 marbles correct
   - 50 marbles guess

9. There are 10 beans in the jar.
   - About how many beans will the jar hold?
     - 50 beans guess
     - 30 beans correct
     - 20 beans guess
     - 10 beans guess

10. Which is between 48 and 50?
    - 48 conceptual error
    - 49 correct
    - 50 conceptual error
    - 51 conceptual error
Chapter Test, Form 2A

Read each question carefully.
Fill in the circle for the correct answer.

1. 6 tens and 4 ones = ?
   - 64 correct
   - 64 tens conceptual error
   - 604 procedural error
   - 640 guess

2. 2 tens = ?
   - 210 procedural error
   - 20 correct
   - twelve conceptual error
   - 102 guess

3. How many tens and ones are there?
   - 72 tens guess
   - 72 ones guess
   - 7 ones 2 tens conceptual error
   - 7 tens 2 ones correct

4. Which is thirty-one?
   - 103 guess
   - 31 correct
   - 13 procedural error
   - 301 conceptual error

5. Which is 64?
   - six and four guess
   - sixty-four correct
   - four and six conceptual error
   - six-forty conceptual error

6. What is the value of the 4 in 49?
   - 14 guess
   - 40 correct
   - 4 conceptual error
   - 90 procedural error

7. Which shows skip-counting by 5s?
   - 5, 10, 15, 20, 25 correct
   - 5, 9, 15, 20, 25 conceptual error
   - 4, 9, 14, 20, 24 guess
   - 5, 10, 50, 55, 100 conceptual error

8. About how many buttons are there?
   - about 80 buttons conceptual error
   - about 85 buttons conceptual error
   - about 40 buttons correct
   - about 20 buttons procedural

9. There are 10 bows in the jar. About how many bows will fill 4 jars the same size?
   - about 20 bows procedural error
   - about 10 bows conceptual error
   - about 40 bows correct
   - about 80 bows guess

10. Which is between 68 and 70?
    - 68 conceptual error
    - 69 correct
    - 71 conceptual error
    - 72 guess
Read each question carefully. Fill in the circle for the correct answer.

1. How many tens? How many ones?
   - 7 tens 5 ones  procedural error
   - 5 tens 7 ones  correct
   - 75  conceptual error

2. What number is this?
   - 21  correct
   - 20  conceptual error
   - 10  procedural error
   - 2 ones

3. Which group shows thirty-one?
   - guess
   - procedural error
   - correct
   - two-one  procedural error
   - 210  guess

4. What is this number?
   - tens
   - ones
   - 4
   - 3
   - 403  procedural error
   - 43  correct
   - 34  conceptual error

5. 2 tens = ?
   - 20  correct
   - 10  conceptual error
   - 2 ones  procedural error

6. What is missing?
   - 5, 10, 15, 20, 25, 30, 35, 40
   - 35  correct
   - 31  guess
   - 5  procedural error

7. About how many boxes are there?
   - 10  guess
   - about 25  guess
   - about 60  procedural error
   - about 30  correct

8. About how many beans can the big jar hold?
   - 40  correct
   - 10  conceptual error
   - 60  guess

9. What is between 40 and 42?
   - 40  conceptual error
   - 41  correct
   - 42  conceptual error
Name ____________________________

Chapter Test, Form 2C

Read each question carefully. Write your answer.

1. How many tens and how many ones?
   - 5 tens
   - 2 ones

2. What is another name for 40 ones?
   - 4 tens

3. What number is shown by 7 tens and 2 ones?
   - 72

4. What is another name for 3 tens?
   - 30

5. What is the value of the 3 in 83?
   - 3 ones

6. What is the value of the 7 in 78?
   - 7 tens or 70

7. Write the word for 98.
   - ninety-eight

8. Write the number for thirteen.
   - 13

9. The circle shows ten cars. About how many cars are there outside the circle?
   - about 30 cars

10. What number is between 79 and 81?
    - 80

11. Which is greater, 45 or 54?
    - 54 > 45

12. How does 78 compare to 89?
    - 78 < 89

Chapter Test, Form 2D

Read each question carefully. Write your answer.

1. How many tens? How many ones?

5 tens 2 ones

2. What is another name for 3 tens?

30

3. What is another name for 6 tens and 8 ones?

68

4. What is the value of the 4 in 49?

4 tens or 40

5. What is the value of the 6 in 26?

6 ones

6. Write the word for 12.

twelve

7. Write the number for fifteen.

15

8. There are 10 buckets in the circle. About how many buckets are there outside the circle?

about 20 buckets

9. What number is between 17 and 19?

18

10. Which is less, 37 or 73?

37 < 73

11. How does 18 compare to 8?

18 > 8

12. Jan, Mike, and Tad enter a hot dog eating contest. Tad eats the fewest hot dogs. Mike eats more than Tad but fewer than Jan. Who eats the greatest number of hot dogs?

Jan
Cumulative Standardized Test Practice

Read each question carefully. Fill in the circle for the correct answer.

1. What is another name for 30 ones? [Lesson 1.1]
   - 31 conceptual error
   - 30 tens procedural error
   - 3 tens correct
   - 1 ten guess

2. What is another name for 5 tens? [Lesson 1.1]
   - 5 conceptual error
   - 15 procedural error
   - 50 correct
   - 51 guess

3. How many tens and ones are shown? [Lesson 1.2]
   - 52 ones procedural error
   - 5 tens 2 ones correct
   - 5 ones 2 tens procedural error
   - 52 tens conceptual error

4. Which number is forty-seven? [Lesson 1.2]
   - 77 conceptual error
   - 74 procedural error
   - 47 correct
   - 40 guess

5. What is the word for 18? [Lesson 1.4]
   - one-eight guess
   - eighty conceptual error
   - eight-one procedural error
   - eighteen correct

6. What is the value of the 3 in 83? [Lessons 1.1, 1.3]
   - 3 correct
   - 30 conceptual error
   - 35 guess
   - 80 procedural error

7. What is the missing number? [Lesson 1.8]
   - 25, 30, 35, □, 45, 50, 55
   - 40

8. About how many marbles are in the picture? [Lesson 1.5]
   - about 50 marbles

9. There are 10 berries in the bowl. [Lesson 1.5]
   - About how many total berries will it take to fill the bowl?
   - 40 berries

10. What number is between 29 and 31? [Lesson 1.6]
    - 30

11. What number is missing? [Lesson 1.6]
    - 34, 36, 38, □, 42, 44
    - 40

12. Sandy is older than Ann. Ann is older than Raven. Who is the oldest of the three? [Lesson 1.9]
    - Sandy

Answers (Cumulative Standardized Test Practice)

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