

Name _____

Working with Larger Numbers

How Much is 100?

You need

- pennies



Put a pile of pennies on your desk.

STEP 1 Estimating

Do you think you have 100 pennies? Explain. _____

STEP 2 Finding Ways to Count

Count the pennies in your pile.

Describe what you did as you counted the coins. _____

STEP 3 Comparing Groups

Count out 100 pennies.

Does this group have more or fewer pennies than your pile? Explain.





School-Home Connection

Dear Family,

Today we started Chapter 7 in *Think Math!* In this chapter, I will learn to recognize, add, and subtract numbers to 100. I will learn number words for larger numbers. I will also learn about the quarter and find the value of a collection of coins. There are NOTES on the Lesson Activity Book pages to explain what I am learning every day.

Here are some activities for us to do together at home. These activities will help me understand money and strategies for counting.

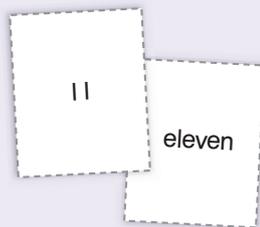
Love,

Family Fun

Number Name Concentration

Work with your child to practice recognizing number names.

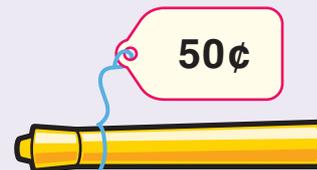
- Use index cards or slips of paper to make number and number name cards. Make 16 matching pairs of numbers and number names for any numbers from 11 to 99.
- Shuffle the cards and lay them face down on the table.
- Take turns flipping over two cards at a time. Try to find a number and its matching number name. If you find a match, put the cards aside in your pile. If you do not find a match, turn the cards face down again.
- Play until all of the cards have been matched. The player with the most cards at the end of the game wins.



Add Ten, Subtract Ten

Work with your child to use mental math to add and subtract in everyday situations.

- Encourage your child to find two-digit numbers around your neighborhood. For example, you might point out two-digit prices on items at a store. Have your child read the number aloud.



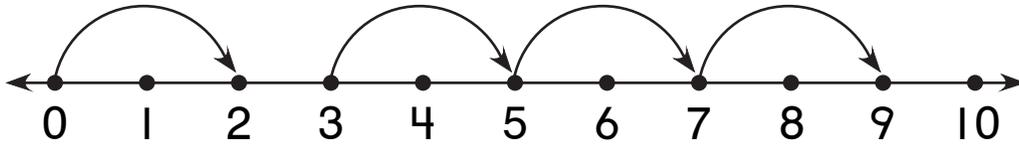
- Have your child tell you what ten more than the number is and what ten less than the number is. Your child might want to draw a picture or use buttons or pennies to help. With practice, your child will be able to add or subtract ten automatically.

Identifying Rules

NCTM Standards 1, 2, 6, 7, 8, 9, 10

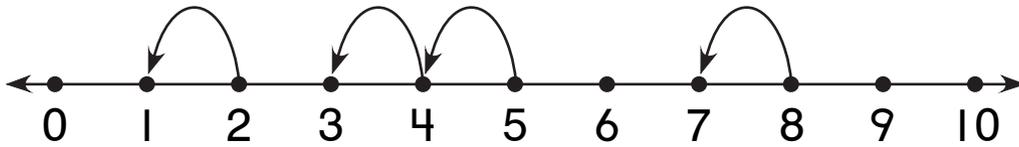
What is the rule?

1.

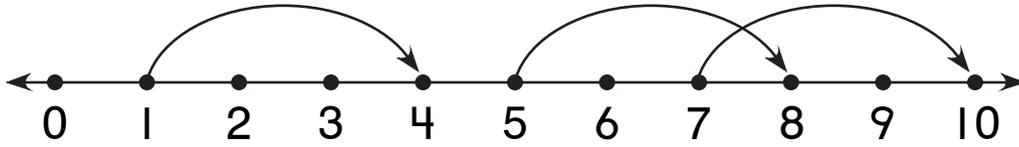


add 2

2.



3.



4. Make your own. Draw jumps on the number line.
What is the rule?

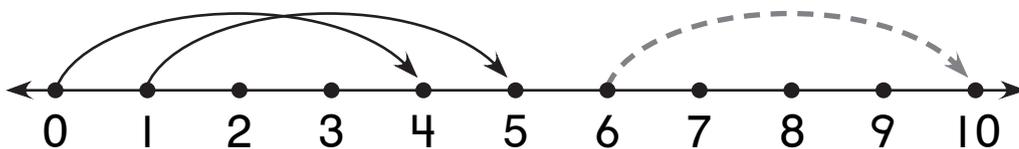




NOTE: Your child is learning to identify patterns in jumps on a number line. Have your child explain how to find the rule for Problem 4.

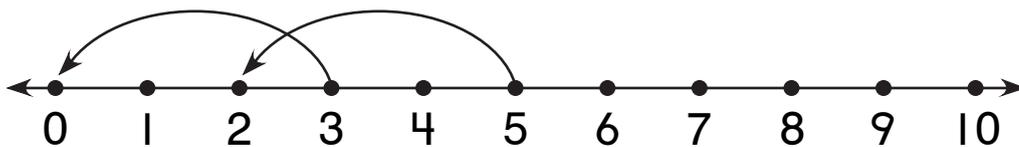
Draw the missing jumps. Complete each table.

5.



Start	0	1	6		4
Land	4	5	10	9	

6.



Start	3	5	10		7
Land	0	2		6	

7. What is the rule for Problem 6? Explain how you know.

Challenge

8. Find the rule. Complete the table.

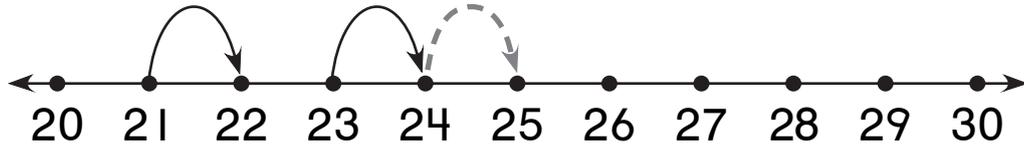
Start	2	5	4	0		10		12
Land	7	10	9		6		20	

Identifying Rules with Larger Numbers

NCTM Standards 1, 2, 6, 7, 8, 9, 10

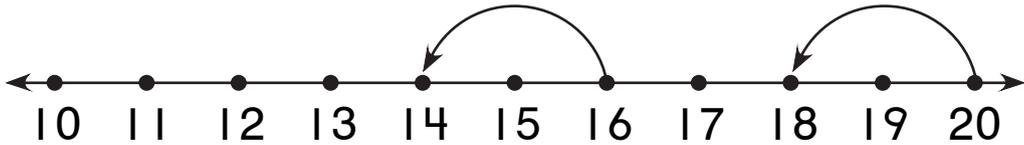
Draw the missing jumps.
Complete each table.

1.



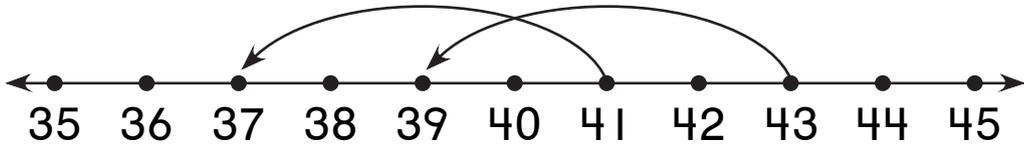
Start	21	23	24	27	
Land	22	24	25		23

2.



Start	16	20	13		18
Land	14	18		13	

3.

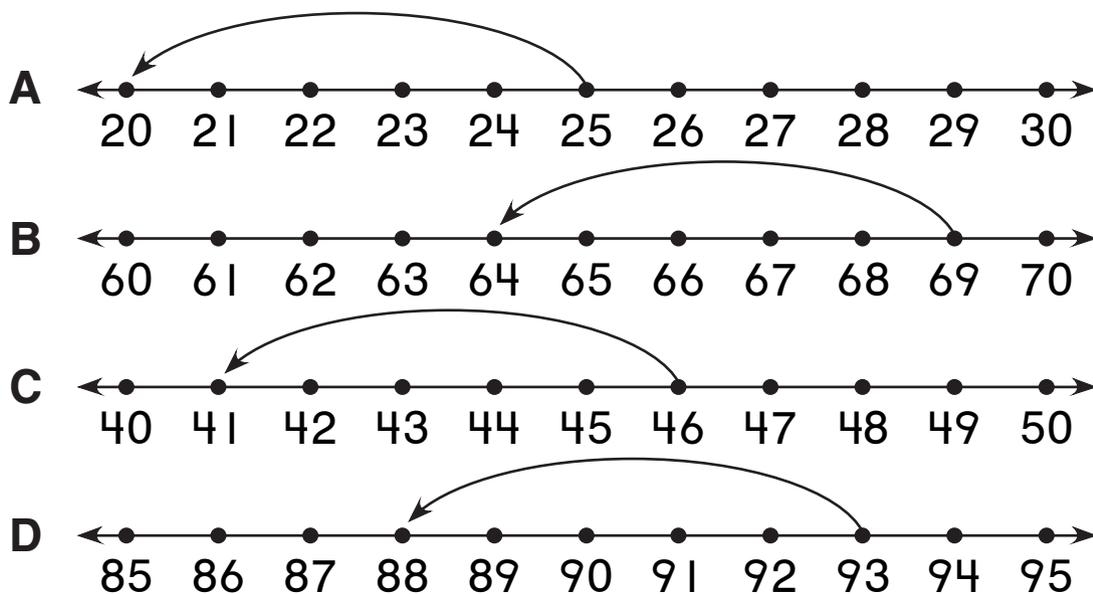


Start	41	43	42		45
Land	37	39		40	



NOTE: Your child is learning to identify patterns in number line jumps. Have your child tell you the rule for each problem on this page.

4. Complete the table. Use the jumps on A to D.



	A	B	C	D
Start	25	69	46	
Land	20			88

5. Make your own number line chunk.
Show a jump that follows the rule from Problem 4.



Problem Solving

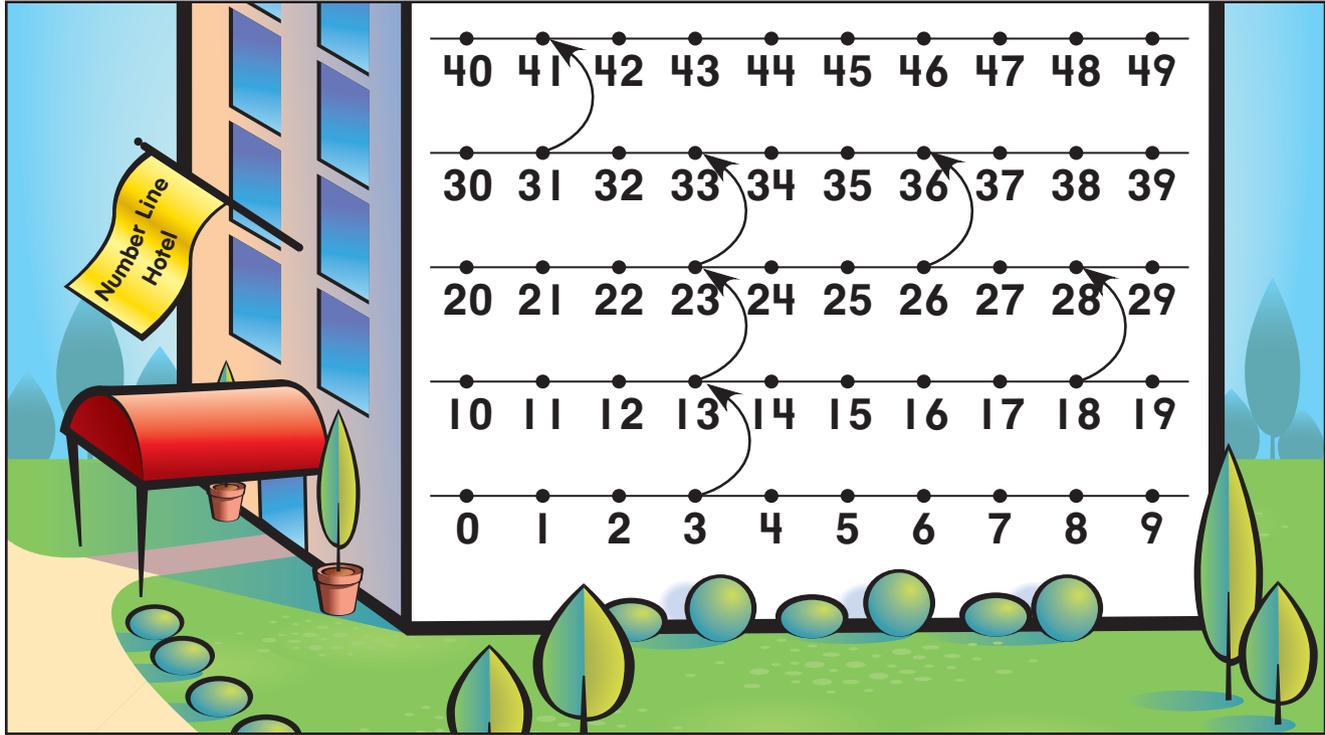
6. Harry rakes lawns to earn money. He saves \$3 from each job. He spends the rest. What numbers are missing from the table?

	Job 1	Job 2	Job 3	Job 4
Amount Earned	\$5	\$7		\$4
Amount Spent	\$2		\$5	



Adding Ten on the Number Line Hotel

NCTM Standards 1, 2, 6, 7, 8, 9, 10



What is the missing number?

1.

$$\boxed{3} + \boxed{10} = \boxed{13}$$

2.

$$\boxed{13} + \boxed{} = \boxed{23}$$

3.

$$\boxed{23} + \boxed{} = \boxed{33}$$

4.

$$\boxed{18} + \boxed{} = \boxed{28}$$

5.

$$\boxed{26} + \boxed{} = \boxed{36}$$

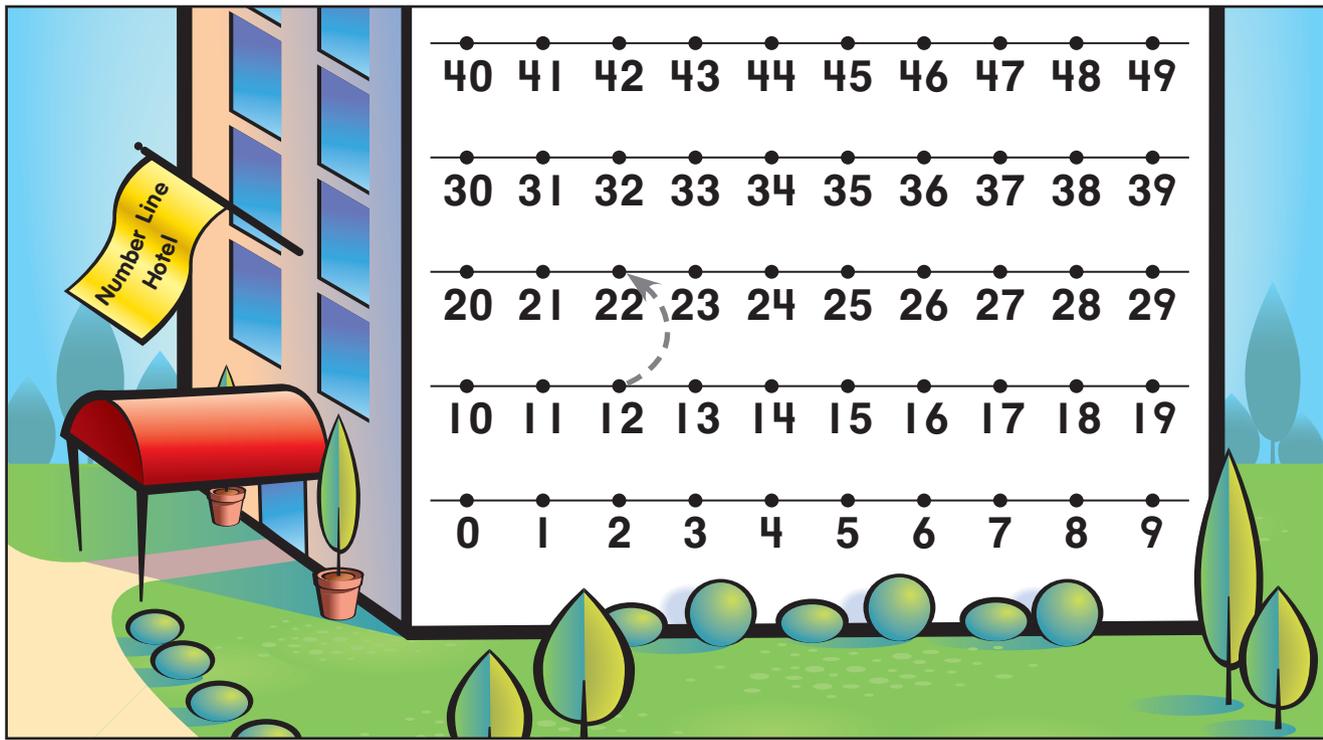
6.

$$\boxed{31} + \boxed{} = \boxed{41}$$



NOTE: Your child is learning to add ten using the Number Line Hotel. Ask your child to describe the rule for the problems on this page.





What is the missing number?
Draw the missing jump.

7. $12 + 10 = 22$

8. $27 + 10 = \square$

9. $0 + 10 = \square$

10. $37 + 10 = \square$

11. $\square + 10 = 43$

12. $\square + 10 = 16$

13. $\square + 10 = 31$

14. $\square + 10 = 19$

Challenge

What is the missing number?

15. $58 + 10 = \square$

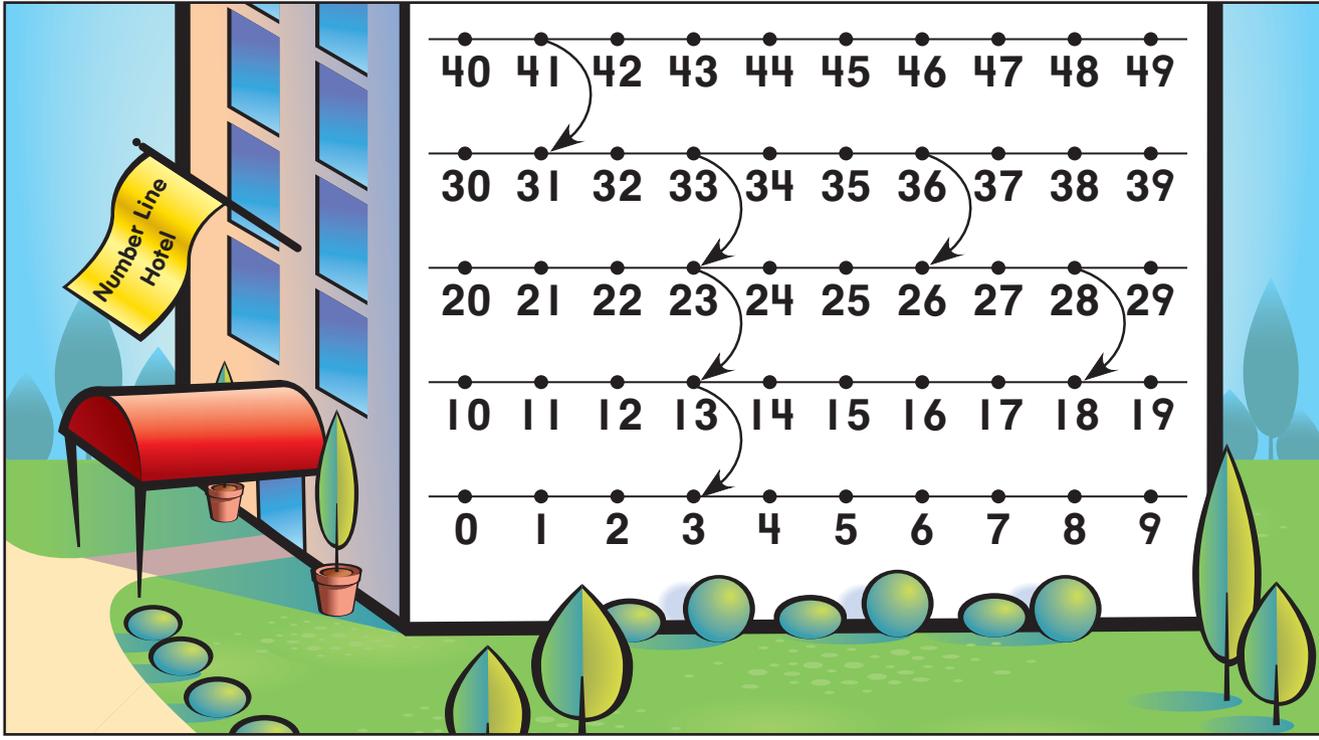
16. $87 + 10 = \square$

17. $\square + 10 = 76$

18. $\square + 10 = 85$

Subtracting Ten on the Number Line Hotel

NCTM Standards 1, 2, 6, 7, 8, 9, 10



What is the missing number?

1.

$$\boxed{13} - \boxed{10} = \boxed{3}$$

2.

$$\boxed{23} - \boxed{} = \boxed{13}$$

3.

$$\boxed{33} - \boxed{} = \boxed{23}$$

4.

$$\boxed{28} - \boxed{} = \boxed{18}$$

5.

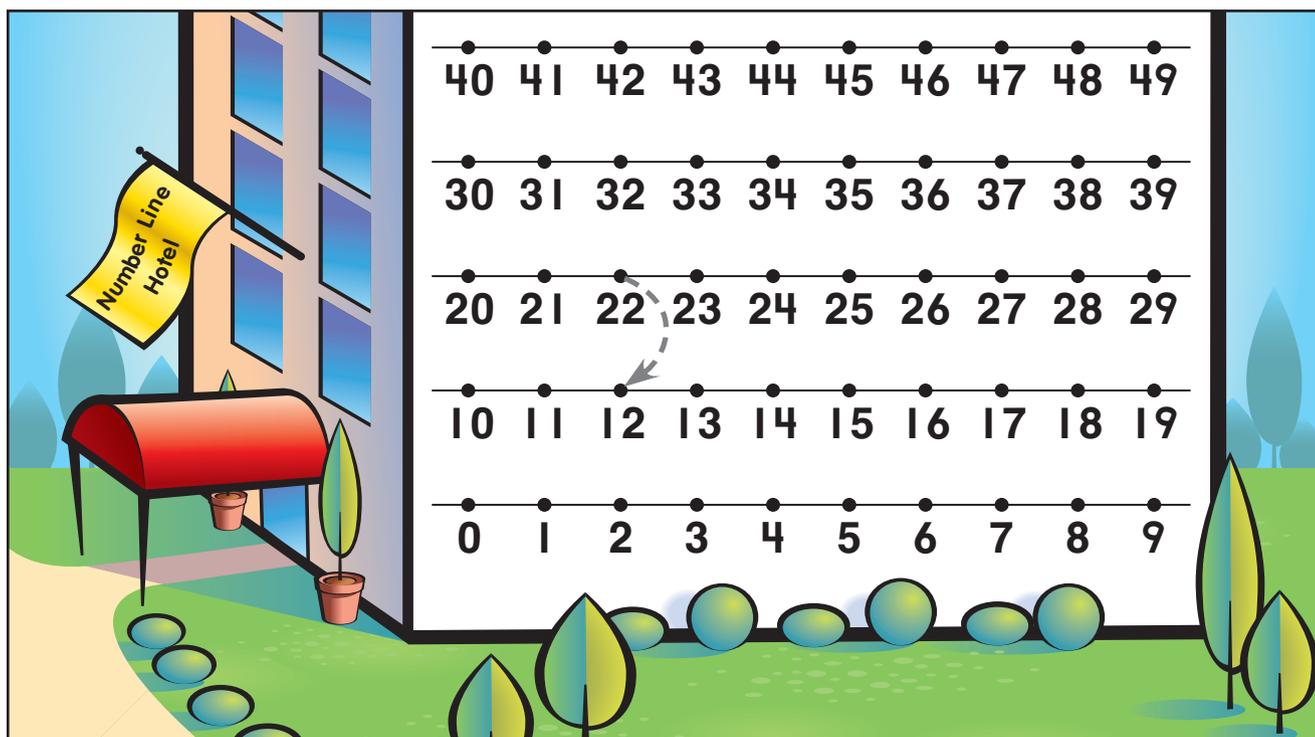
$$\boxed{36} - \boxed{} = \boxed{26}$$

6.

$$\boxed{41} - \boxed{} = \boxed{31}$$



NOTE: Your child is learning to subtract ten using the Number Line Hotel. Ask your child to describe the rule for the problems on this page.



What is the missing number?
Draw the missing jump.

7. $22 - 10 = 12$

8. $37 - 10 = \square$

9. $10 - 10 = \square$

10. $40 - 10 = \square$

11. $\square - 10 = 33$

12. $\square - 10 = 6$

13. $\square - 10 = 21$

14. $\square - 10 = 9$

Challenge

What is the missing number?

15. $68 - 10 = \square$

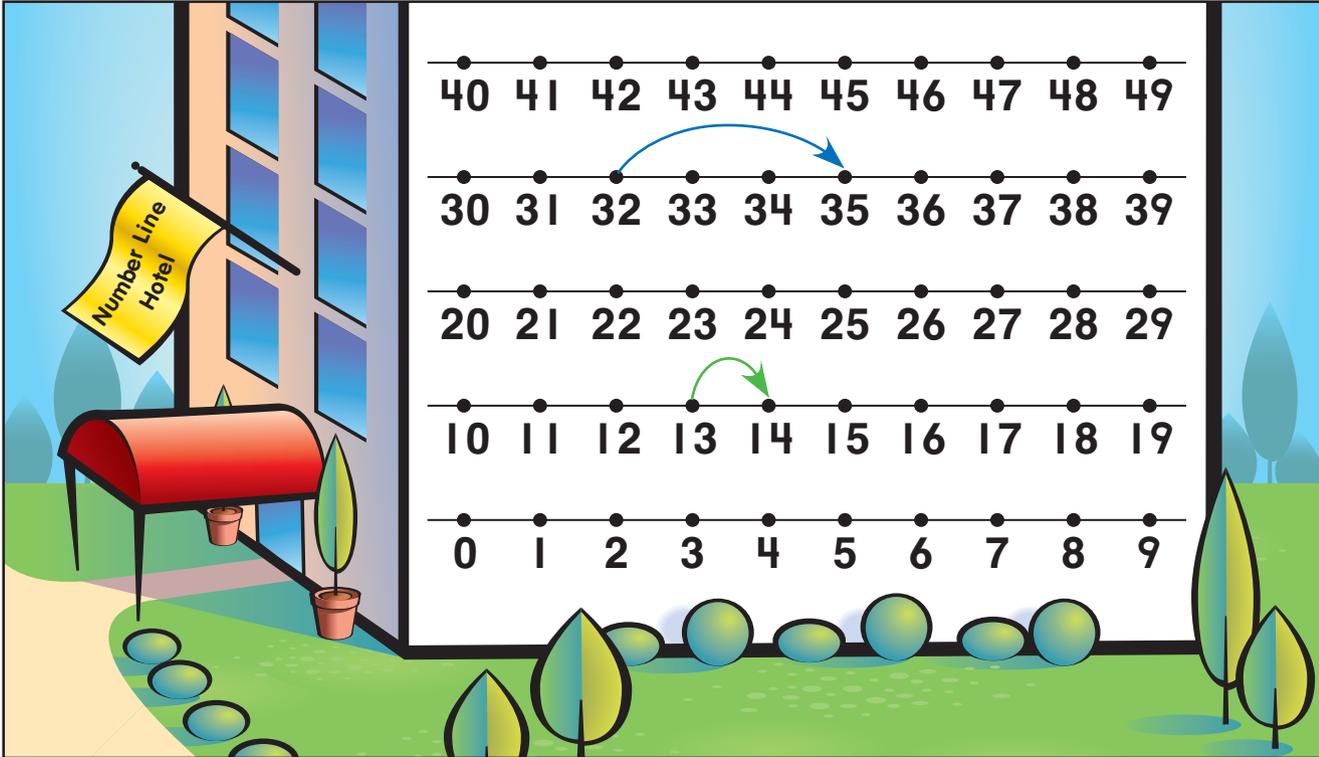
17. $\square - 10 = 66$

16. $97 - 10 = \square$

18. $\square - 10 = 75$

Adding and Subtracting with Larger Numbers

NCTM Standards 1, 2, 2, 6, 7, 8, 9, 10



I. What numbers are missing?
Draw the missing jumps.

Start	13	32	3	24	37	45	
Jump Forward	1	3	2	1	2		2
Land	14	35				48	12



NOTE: Your child is investigating functions with two inputs by filling in missing numbers in a table. Have your child explain the rule for the table above.



What numbers are missing?

2.

Start	12	25	36	43		14	
Jump Forward	3	5	2		10	6	10
Land	15	30		47	38		30

3.

Start	12	25	36	43		14	
Jump Back	3	5	2		10	6	10
Land	9	20		43	38		30

 4. What is the rule for Problem 4? Explain how you know.

Challenge

5. What numbers are missing?

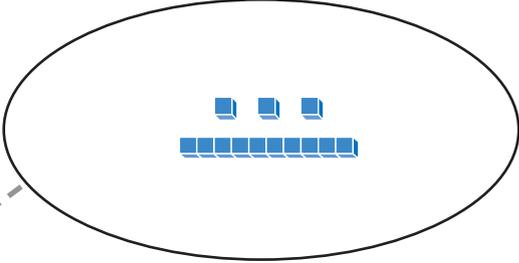
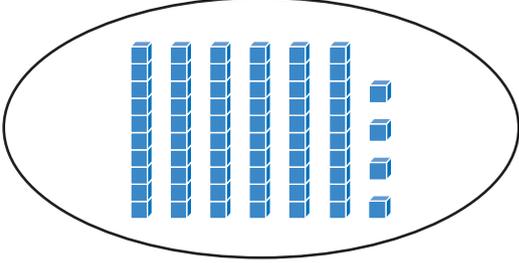
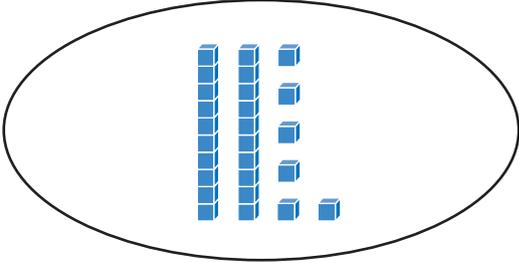
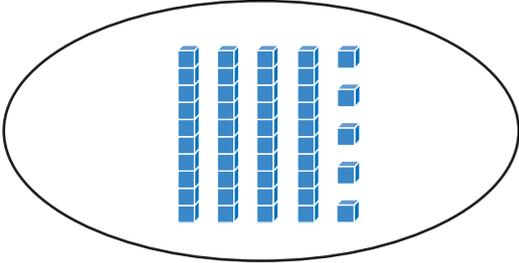
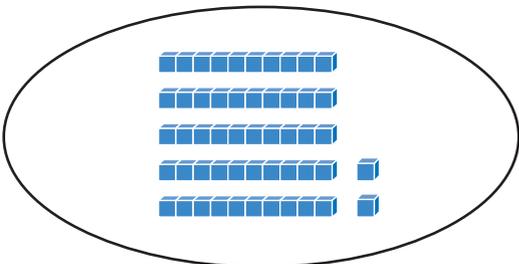


↑	2	4	3	5		9
→	3	8	6		1	
Room Number	23	48		57	71	90

Modeling Numbers to 99

NCTM Standards 1, 2, 6, 7, 8, 9, 10

I. Draw a line to match.

Room Number	Blocks
45	
13	
52	
26	
64	

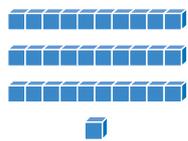
© Education Development Center, Inc.



NOTE: Your child is learning to recognize the base-ten block representations of numbers. Ask your child what the rods and units show.

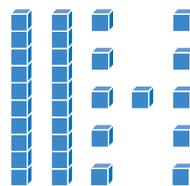
What is the number?

2.



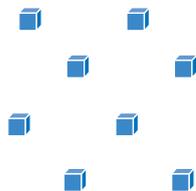
room

3.



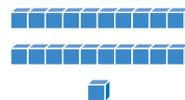
room

4.



room

5.



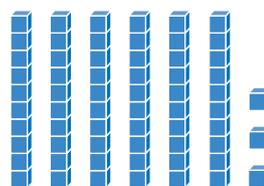
room

6.



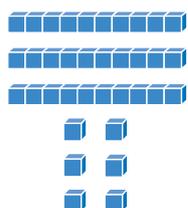
room

7.



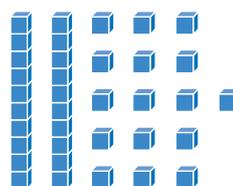
room

8.



room

9.



room

Problem Solving

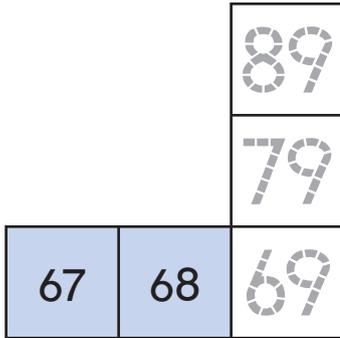
10. Vi's room number has 6 rods and some units.
What could her room number be?

Numbers to 100 and Beyond

NCTM Standards 1, 2, 6, 7, 8, 9, 10

What numbers are missing?

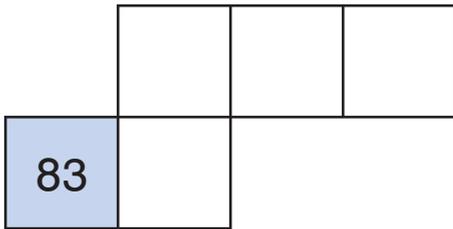
1. 67 → → ↑ ↑



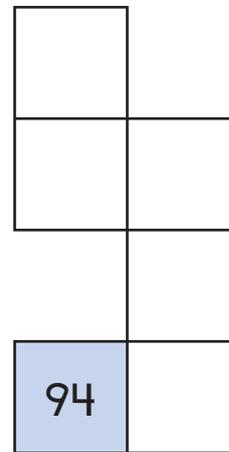
Think of the
Number Line
Hotel!



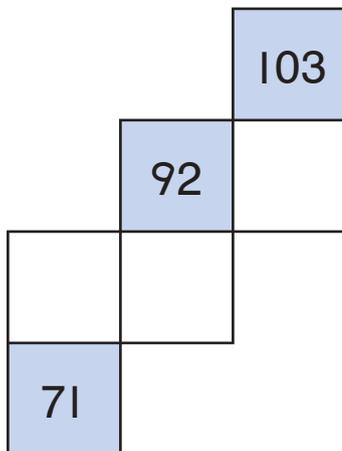
2. 83 → ↑ → →



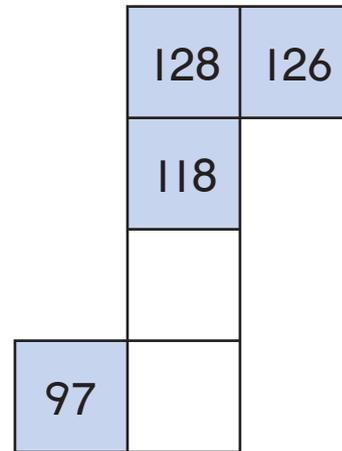
3. 94 → ↑ ↑ ← ↑



4. 71 ↑ → ↑ → ↑



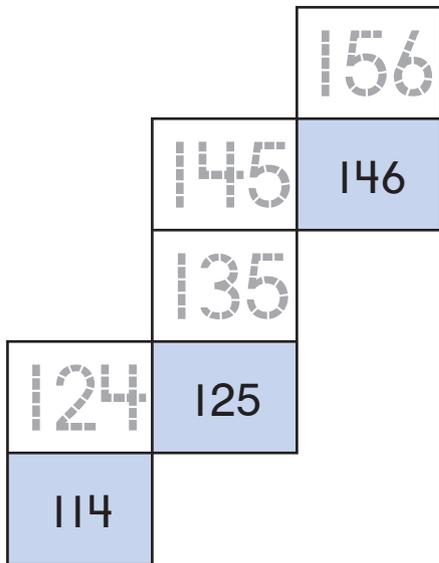
5. 97 → ↑ ↑ ↑ →



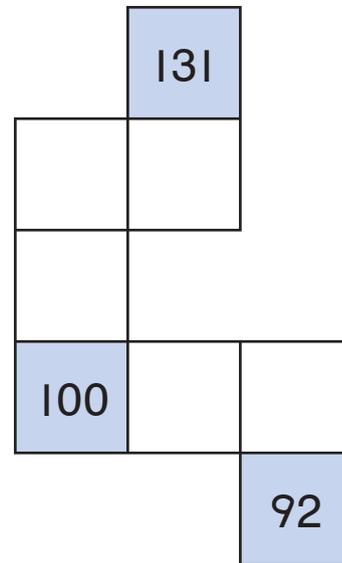
NOTE: Your child is using number patterns to explore numbers beyond 100. You might give your child a starting number and a path of arrows and ask for the landing number.

What numbers are missing?

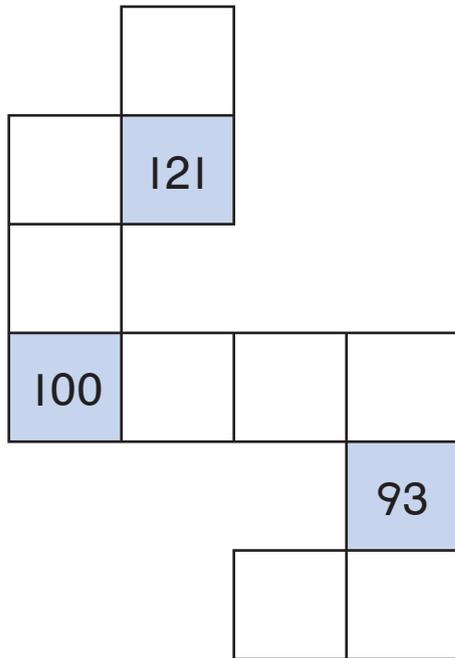
6.



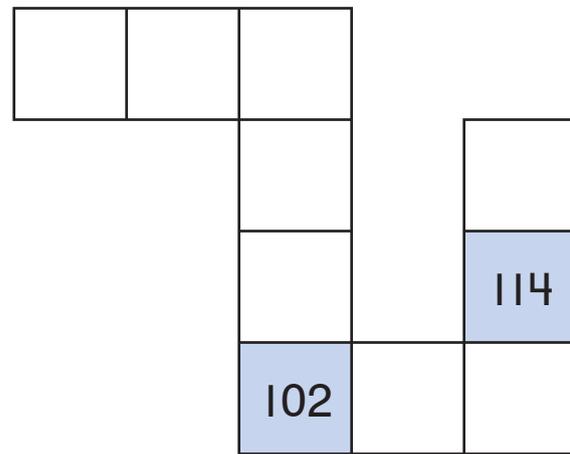
7.



8.

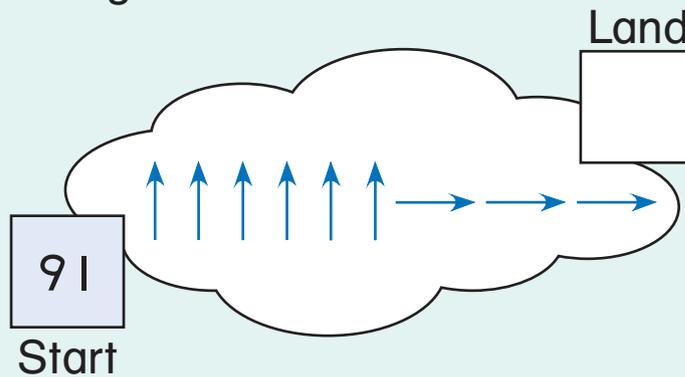


9.



Challenge

10. Write the landing number.



Connecting Numbers and Words

NCTM Standards 1, 2, 6, 7, 8, 9, 10

I. Draw lines to match.

twenty	12
twelve	4
ten	14
four	20
fourteen	10
forty	13
thirty	40
thirteen	30
fifty-seven	75
eighty-nine	17
seventy-five	57
seventeen	99
sixty-one	89
ninety-nine	61

Use a ruler to help you draw lines.



NOTE: Your child is learning to match numbers with word names and vice versa. You may ask your child to explain how a word name can tell how many tens and ones are in a number.

Write each number.

2. sixteen

3. fifteen

4. forty-seven

5. twenty-nine

6. thirty-six

7. sixty-three

8. fifty-eight

9. seventy-four

10. ninety-two

11. eleven

Write each word name.

12. 56 _____

13. 22 _____

Use the word names on the page to help you.



 14. How many tens and ones are there in forty-three?
Explain how you know.

Challenge

15. What number is missing?

Twenty-seven plus thirteen equals _____

Introducing the Quarter

NCTM Standards 1, 2, 6, 7, 8, 9, 10

I. Draw lines to match.

dime



5¢

penny



1¢

quarter



25¢

nickel



10¢

What is the value?

2.



50 ¢

3.



_____ ¢

4.



_____ ¢

5.



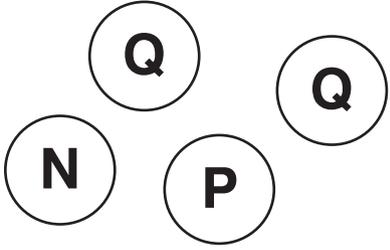
_____ ¢

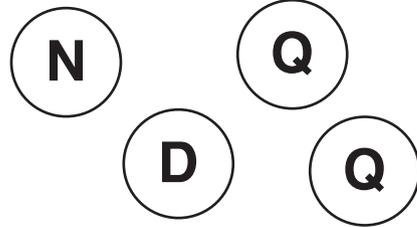


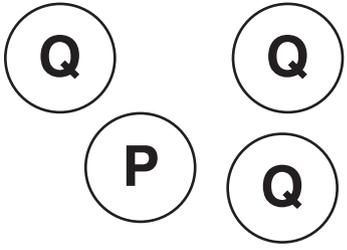
NOTE: Your child is learning to find the value of a collection of coins from 50¢ to 100¢ using quarters, dimes, nickels, and pennies. You may want to give your child some coins and ask what the value is.

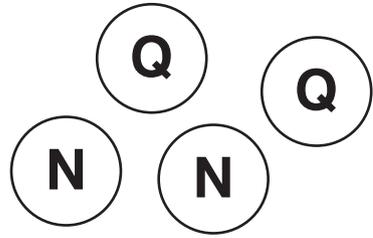
(Q) is a quarter. (D) is a dime.
 (N) is a nickel. (P) is a penny.

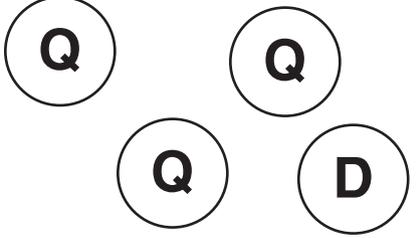
What is the value?

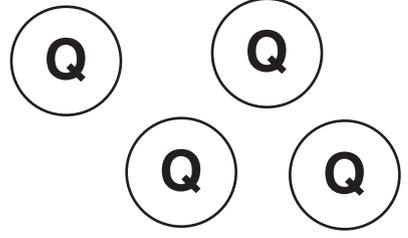
6.  _____¢

7.  _____¢

8.  _____¢

9.  _____¢

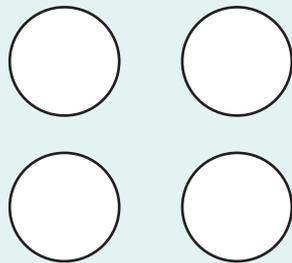
10.  _____¢

11.  _____¢

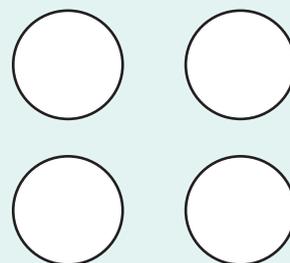
Challenge

What 4 coins will make each amount?

12. 61¢



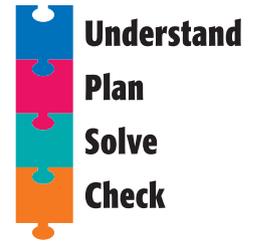
13. 80¢



Problem Solving Strategy

Look for a Pattern

NCTM Standards 1, 2, 3, 6, 7, 8, 9, 10



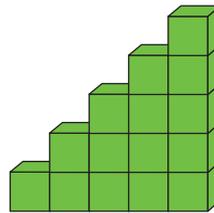
1. Kylie is older than her brother, Ryan.
The table shows their ages at different times.

Kylie's Age	3	4	5	6	7
Ryan's Age	1	2	3	4	5

How old will Ryan be when Kylie is 10 years old?

_____ years old

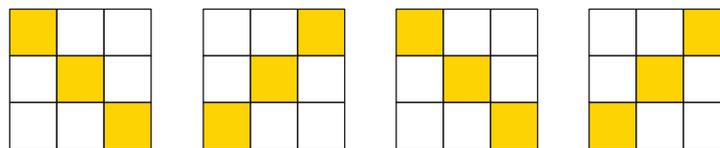
2. Ben builds a staircase with blocks.
This staircase is 5 steps tall.



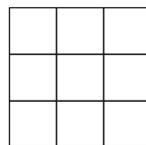
How many more blocks will he need to add another step?

_____ more blocks

3. Kira made a design with square tiles.



What will the next part of her design look like?



NOTE: Your child is exploring different ways to solve problems. Looking for a pattern can help you see how information in the problem is related.

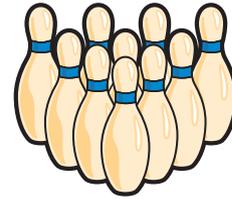
Problem Solving Test Prep

1. Jenna made a tower with 4 blocks.
- The red block is above the yellow block.
 - The green block is above the red block.
 - The blue block is below the yellow block.

Which block is on the bottom?

- (A) blue (C) red
(B) green (D) yellow

2. Darcy's bowling ball hit some of the 10 pins. She hit 2 more pins than the number of pins still standing.



How many pins did she knock down?

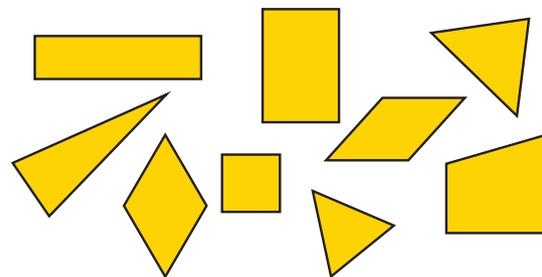
- (A) 2 (C) 8
(B) 6 (D) 10

Show What You Know

3. Sammy had 2 dimes, 3 nickels, and 2 pennies. He spent 12¢. Which coins could he have left?

Use words, numbers, or pictures to explain.

4. Geri sorts these figures. How many more figures have 4 sides than 3 sides?



_____ more figures

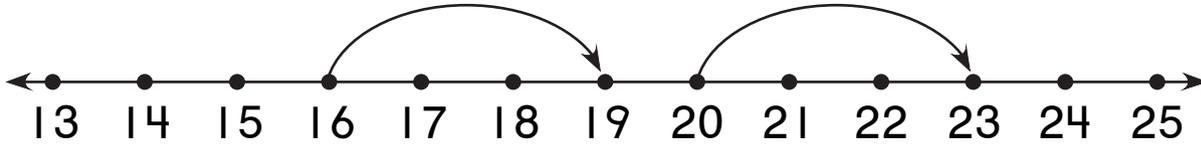
Write a number sentence to show how you found your answer.

Chapter 7

Review/Assessment

NCTM Standards 1, 2, 6, 7, 8, 9, 10

1. Draw the missing jumps. Complete the table. Lessons 1–2



Start	16	20	13		22
Land	19	23		18	

What is the missing number? Lessons 3–4

2. $\boxed{31} + \boxed{10} = \boxed{}$

3. $\boxed{31} - \boxed{10} = \boxed{}$

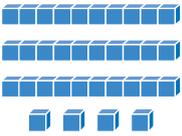
4. $\boxed{27} + \boxed{} = \boxed{37}$

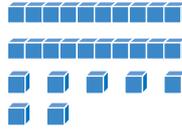
5. $\boxed{27} - \boxed{} = \boxed{17}$

6. What numbers are missing? Lesson 5

Start	13	26	34	47		19	
Jump Forward	2	4	5		3	0	10
Land	15	30		48	25		40

What is the number? Lessons 6 and 8

7.  _____

8.  _____

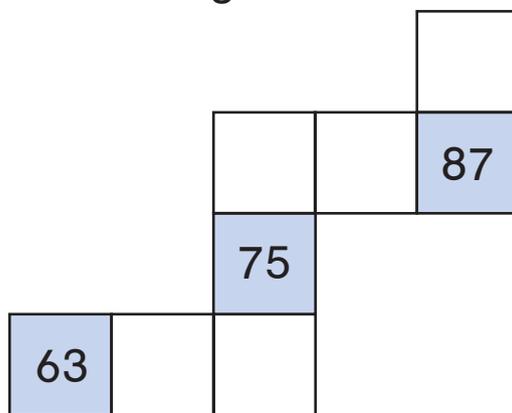
9. eighteen _____

10. fifty-seven _____

11. twenty-four _____

12. thirty-one _____

13. What numbers are missing? Lesson 7



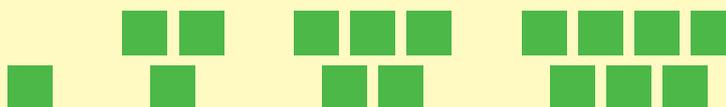
What is the value? Lesson 9

14.  _____ ¢

15.  _____ ¢

Problem Solving Lesson 10

16. Jason made a design with blocks. How many blocks will he need to make the next shape?



_____ blocks