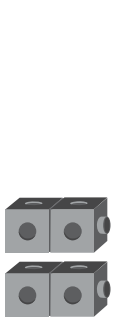
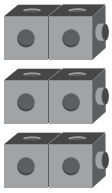
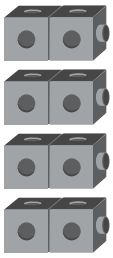
Name _____

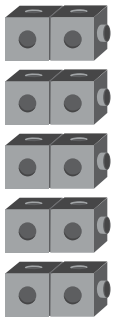
Algebra • Even and Odd Numbers

These are even numbers.
They show pairs with no cubes left over.

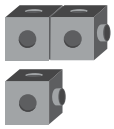

4 is even.

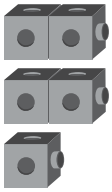

6 is even.

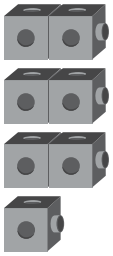

8 is even.

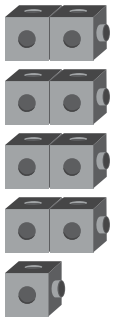

10 is even.

These are odd numbers.
They show pairs with 1 cube left over.


3 is odd.


5 is odd.


7 is odd.


9 is odd.

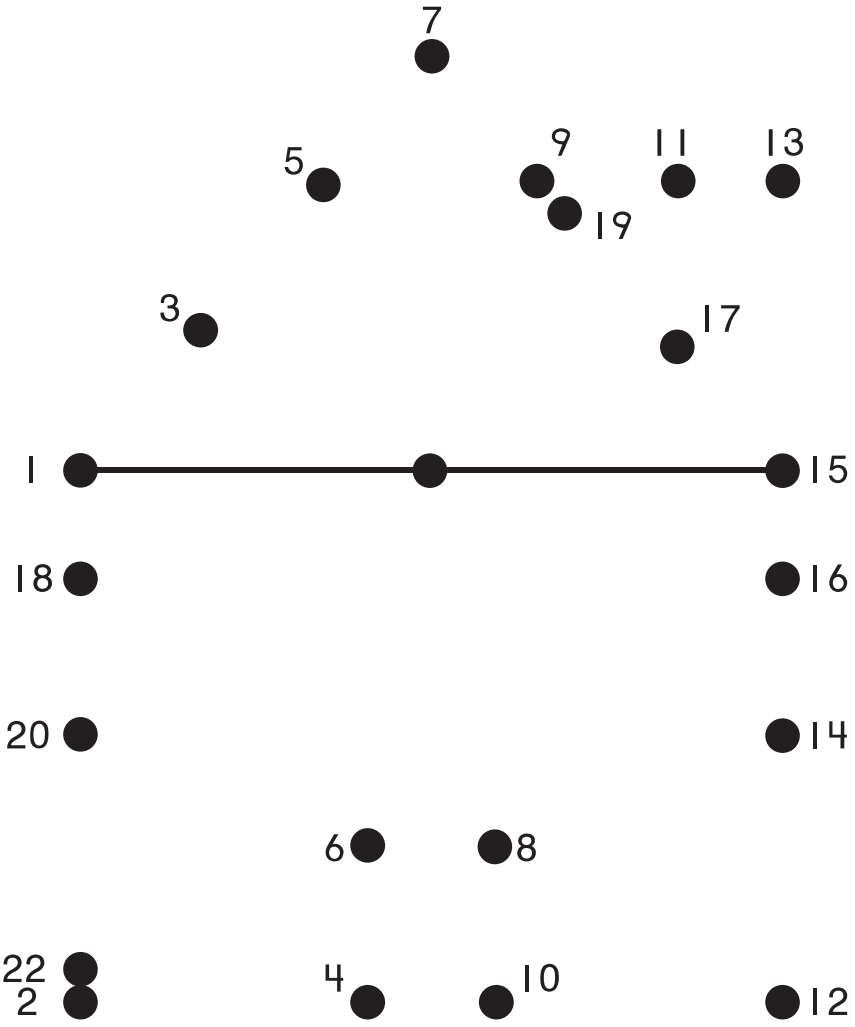
Count out the number of cubes.
Make pairs. Then write even or odd.

1. 15 _____	**2.** 11 _____
3. 12 _____	**4.** 13 _____
5. 16 _____	**6.** 14 _____

Name _____

Connect the Dots

Start at 1 and connect all the odd numbers in order from least to greatest. Then start at 2 and connect all the even numbers the same way.



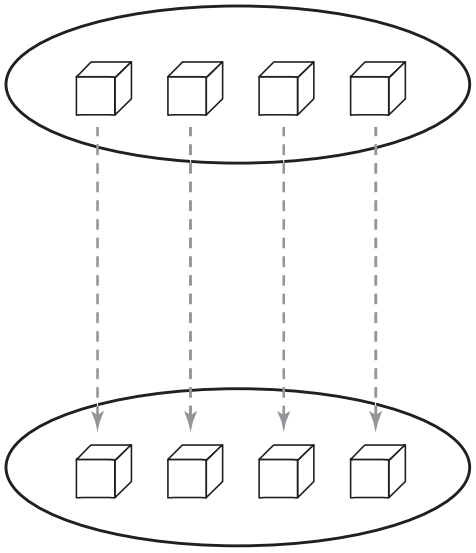
Writing and Reasoning Write the next five odd numbers that follow 19. Explain how you knew what numbers to write.

Name _____

Algebra • Represent Even Numbers

An even number of cubes will make two equal groups.

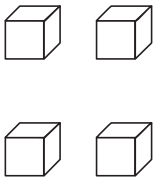
Count 8 cubes. Put the cubes into two equal groups. Do the two groups have equal numbers of cubes? To check, match one to one.



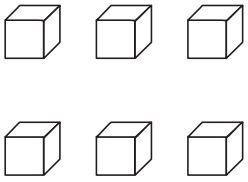
$8 = \underline{4} + \underline{4}$

How many cubes are there in all? Complete the addition sentence to show the equal groups.

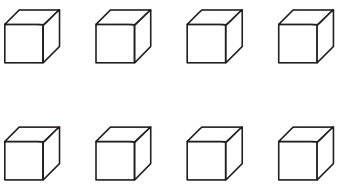
1. _____ = _____ + _____



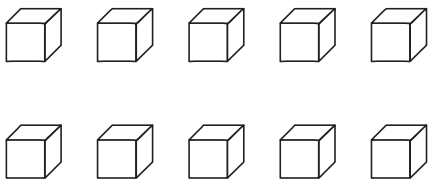
2. _____ = _____ + _____



3. _____ = _____ + _____



4. _____ = _____ + _____



Name _____

Even or Odd Addends

Complete the story and the number sentence. Label each addend even (E) or odd (O).

1. The library got 18 new books of two different kinds. _____ books are picture books. _____ books are chapter books.

   _____ + _____ = 18

---

2. A class has 30 children. There are 2 more boys than girls. _____ children are boys. _____ children are girls.

   _____ + _____ = 30

---

3. A bus has 40 seats. There are as many adults as children riding the bus. Ten seats are empty. So there are _____ adults and _____ children on the bus.

   _____ + _____ + _____ = 40

Writing and Reasoning Write a story problem for the sum 24. Use two even addends. Then give the answer.

_____

_____

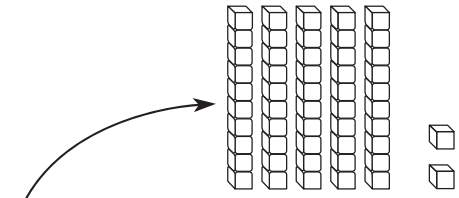
_____

Name _____

Understand Place Value

0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 are digits.
A digit's place in a number shows the value of the digit.

52 has two digits.



52

The digit 5 is in the tens place.

The digit 5 shows 5 tens.

Its value is 50.

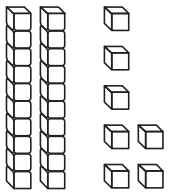
The digit 2 is in the ones place.

The digit 2 shows 2 ones.

Its value is 2.

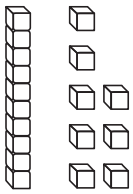
Circle the value of the underlined digit.

1. 2̲7



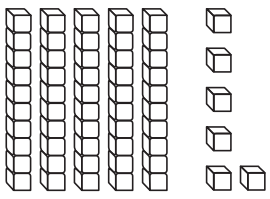
20 2

2. 1̲8



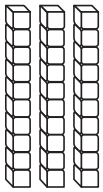
1 10

3. 5̲6



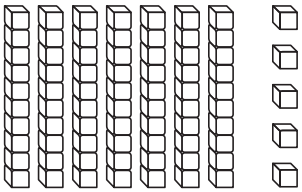
60 6

4. 3̲0



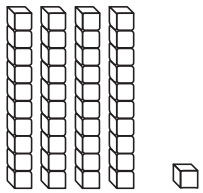
30 3

5. 7̲5



5 50

6. 4̲1

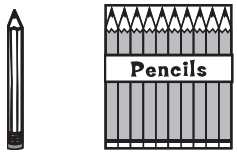


4 40

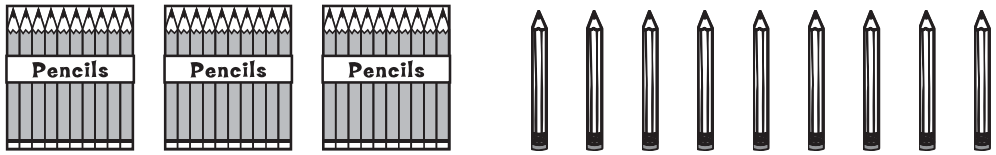
Name _____

Pencil Place Value

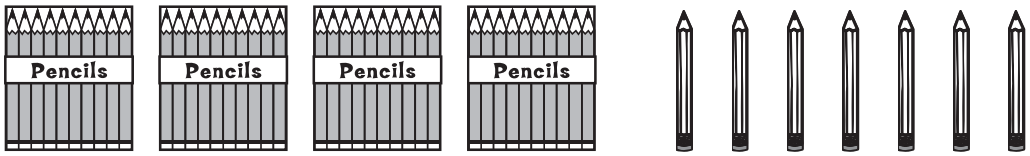
**Each pencil box holds ten pencils.
Some pencils are not in boxes.
Write the number of pencils in each row.**

1. 

_____

2. 

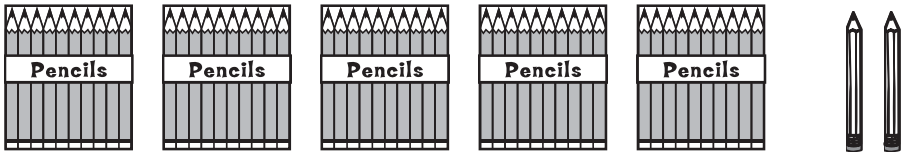
_____

3. 

_____

4. 

_____

5. 

_____

Writing and Reasoning What tells you what the digit in the tens place should be? Explain.

_____

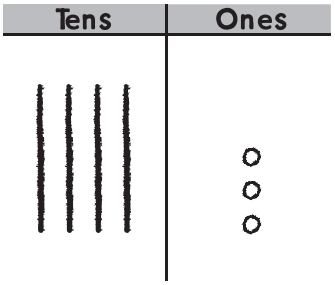
_____

_____

Name _____

Expanded Form

Show tens and ones in 43.



How many tens? 4 tens

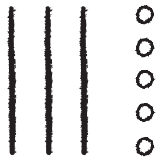
How many ones? 3 ones

43 is 4 tens 3 ones

43 is 40 + 3

Describe the number in two ways.

1. 35



_____ tens _____ ones

_____ + _____

2. 63

_____ tens _____ ones

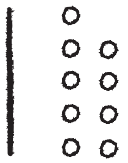
_____ + _____

3. 57

_____ tens _____ ones

_____ + _____

4. 19



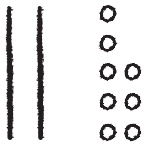
_____ ten _____ ones

_____ + _____

Name _____

Expanding Numbers

Write the number. Describe it in another way.
Draw a quick picture to show the number.
The first one is started for you.

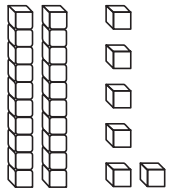
1.	68	6 tens 8 ones ____ + ____	
2.	____	____ + ____ 2 tens 3 ones	
3.	____	90 + 7 ____ tens ____ ones	
4.	____	4 tens ____ ones ____ + 2	

Writing and Reasoning Write the number 34 and the number 43 as tens plus ones. Describe how they are different.

Name _____

Different Ways to Write Numbers

You can write numbers in different ways.



20 + 6

2 tens 6 ones

twenty-six

26

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

Write the number another way.

1. twenty

_____

2. 37

_____ tens _____ ones

3. 40 + 5

_____

4. eighty-one

_____

5. 56

_____

6. 9 tens 2 ones

_____

7. 1 ten 8 ones

_____

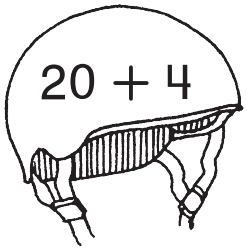
8. seventy-three

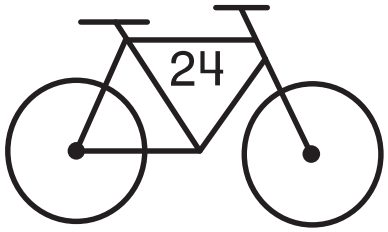
_____ tens _____ ones

Name _____

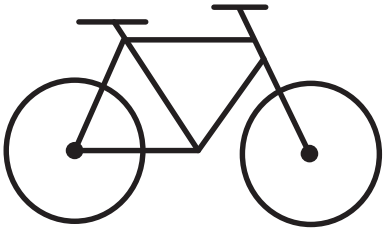
Name the Number

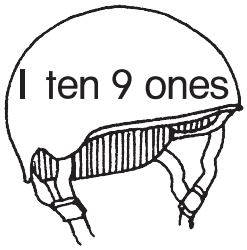
Each helmet has a number.
Use 2 digits to write the number in the bicycle.
Then write each number another way.

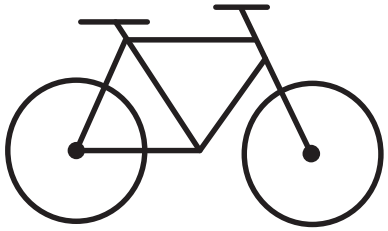
1. 

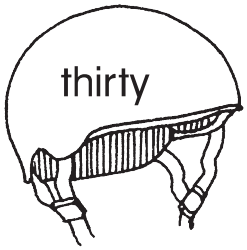


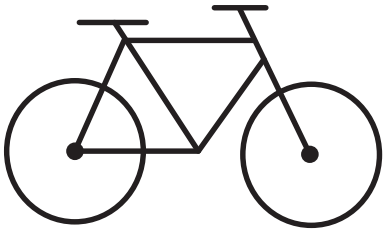
2. 



3. 



4. 

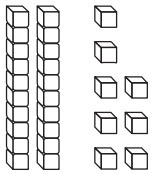


Writing and Reasoning How did you choose another way to write the number in Exercise 2?

Name _____

Algebra • Different Names for Numbers

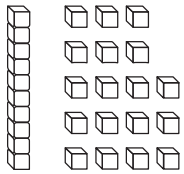
Here are some ways to show 28.



Describe the tens and ones with words and addition.

2 tens 8 ones

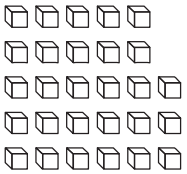
20 + 8



Describe the tens and ones with words and addition.

1 ten 18 ones

10 + 18



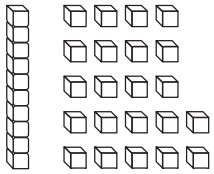
Describe the tens and ones with words and addition.

0 tens 28 ones

0 + 28

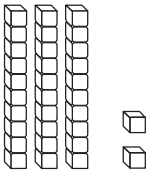
Describe the blocks in two ways.

1. 32



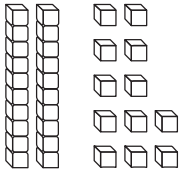
_____ ten _____ ones

_____ + _____



_____ tens _____ ones

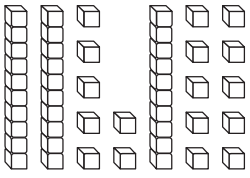
_____ + _____



_____ tens _____ ones

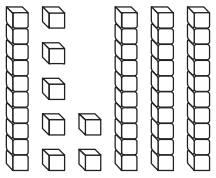
_____ + _____

2. 47



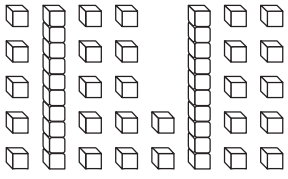
_____ tens _____ ones

_____ + _____



_____ tens _____ ones

_____ + _____



_____ tens _____ ones

_____ + _____

Name _____

Marble Match

Read the clue on the marble jar. Write a 2-digit number that matches the clue. Write it as tens and ones two different ways.

1.		The number is _____.	_____ tens _____ ones _____ tens _____ ones
2.		The number is _____.	_____ tens _____ ones _____ tens _____ ones
3.		The number is _____.	_____ tens _____ ones _____ tens _____ ones
4.		The number is _____.	_____ tens _____ ones _____ tens _____ ones

Writing and Reasoning Why do both ways of writing the number as tens and ones describe the same number?

_____

_____

Name _____

Problem Solving • Tens and Ones

Anya has 25 toys. She can put them away in boxes of 10 toys or as single toys. What are the different ways Anya can put away the toys?

Unlock the Problem

What do I need to find?

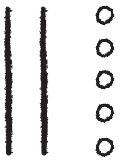
the different ways

Anya can put away the toys

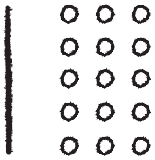
What information do I need to use?

She can put them away in boxes of 10 toys or as single toys.

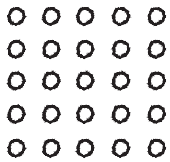
Look for a pattern.



2 tens + 5 ones



1 ten + 15 ones



0 tens + 25 ones

Boxes of 10 toys	Single toys
2	5
1	15

Find a pattern to solve.

1. Mr. Moore is buying 29 apples. He can buy them in packs of 10 apples or as single apples. What are the different ways Mr. Moore can buy the apples?

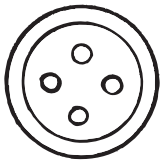
Packs of 10 apples	Single apples
2	
1	
0	

Name _____

Plenty of Ones

Cindy made the sets of buttons below.

Make a new set for each number of buttons. Use the greatest number of groups of 10 buttons and the least number of single buttons that you can.



1.	Cindy's set: 4 groups of 10 buttons and 25 single buttons	**Another set:** _____ groups of 10 buttons and _____ single buttons
2.	Cindy's set: 2 groups of 10 buttons and 34 single buttons	**Another set:** _____ groups of 10 buttons and _____ single buttons
3.	Cindy's **set:** 3 groups of 10 buttons and 47 single buttons	**Another set:** _____ groups of 10 buttons and _____ single buttons

Writing and Reasoning How did you find the greatest number of tens for each set of buttons?

Name _____

Counting Patterns Within 100

You can count different ways.

Count by fives.

5, 10, 15, 20, 25, 30, 35

Count by tens.

10, 20, 30, 40, 50, 60

Count by fives.

1. 5, 10, 15, 20, _____, _____, _____

2. 20, 25, 30, 35, _____, _____, _____

3. 55, 60, 65, 70, _____, _____, _____

Count by tens.

4. 10, 20, 30, _____, _____, _____

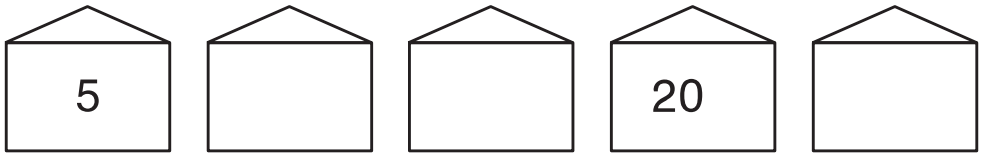
5. 30, 40, 50, 60, _____, _____, _____

Name _____

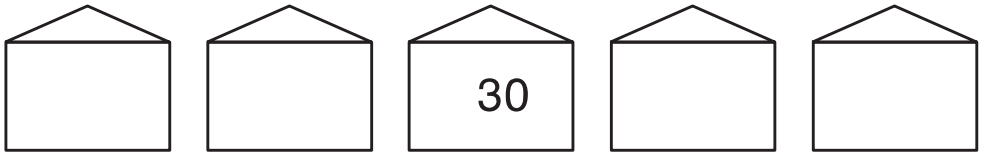
The Houses in Number Town

The houses on each street are numbered in a pattern that uses the number of the street. Fill in the missing house numbers.

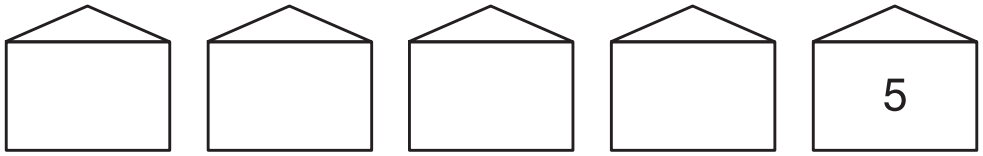
1. Fifth Street



2. Tenth Street



3. First Street



Writing and Reasoning What are four house numbers that could be in a row on Second Street? Explain your thinking.

Name _____

Counting Patterns Within 1,000

You can count in different ways.
Look for a pattern to use.

Count by tens.

500, 510, 520, 530, 540, 550

Count by hundreds.

300, 400, 500, 600, 700, 800

Count by tens.

1. 410, 420, 430, _____, _____

2. 730, 740, _____, _____, _____

3. 250, 260, _____, _____, _____

Count by hundreds.

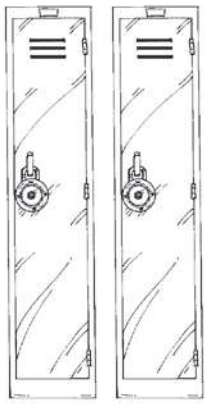
4. 100, 200, 300, _____, _____

5. 500, 600, _____, _____, _____

Name _____

Locker Count

The school lockers are numbered by tens. Count on to solve the problems.



1. Marco's locker is 100. Ben has the next locker. What number is Ben's locker? _____	100, _____
2. Jamie's locker is 230. Hal's locker is 250. Kate's locker is in between. What number is Kate's locker? _____	230, _____, 250
3. Hal's locker is 250. Sammy's locker is 290. If Nan's locker is in between, what numbers could it be? _____, _____, or _____	250, _____, _____, _____, 290

Writing and Reasoning There are 10 lockers numbered by tens. The first locker is 350. What number is the last locker? Explain your answer.

_____

_____