A Story of Units®

Eureka Math™

Grade 1, Module 6

Student File_A

*Contains copy-ready classwork and homework
as well as templates (including cut outs)*

Name _____   Date _____

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

R [8]
N [8 | ?]
12
12 – 8 = [4]

1. Peter has 3 goats living on his farm. Julio has 9 goats living on his farm. How many more goats does Julio have than Peter?

2. Willie picked 16 apples in the orchard. Emi picked 10 apples in the orchard. How many more apples did Willie pick than Emi?

3. Lee collected 13 eggs from the hens in the barn. Ben collected 18 eggs from the hens in the barn. How many fewer eggs did Lee collect than Ben?

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4. Shanika did 14 cartwheels during recess. Kim did 20 cartwheels. How many more cartwheels did Kim do than Shanika?
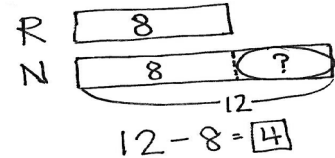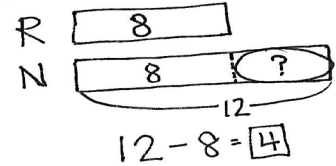
Name _____   Date _____

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

R $\boxed{\quad 8 \quad}$

N $\boxed{\quad 8 \quad}$ $\boxed{?}$

12

$12 - 8 = \boxed{4}$

1. Fran donated 11 of her old books to the library. Darnel donated 8 of his old books to the library. How many more books did Fran donate than Darnel?

2. During recess, 7 students were reading books. There were 17 students playing on the playground. How many fewer students were reading books than playing on the playground?

3. Maria is 18 years old. Her brother Nikil is 12 years old. How much older is Maria than her brother Nikil?

_____

4. It rained 15 days in the month of March. It rained 19 days in April. How many more days did it rain in April than in March?

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Name _____   Date _____

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

N [6   ]
R [6 | 4]
        ?=10
6 + 4 = [10]
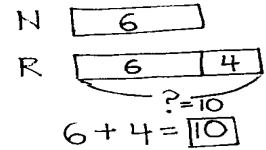
1. Nikil baked 5 pies for the contest. Peter baked 3 more pies than Nikil.
    How many pies did Peter bake for the contest?

2. Emi planted 12 flowers. Rose planted 3 fewer flowers than Emi.
    How many flowers did Rose plant?

3. Ben scored 15 goals in the soccer game. Anton scored 11 goals.
    How many more goals did Ben score than Anton?

4. Kim grew 12 roses in a garden. Fran grew 6 fewer roses than Kim.
    How many roses did Fran grow in the garden?

_____

5. Maria has 4 more fish in her tank than Shanika. Shanika has 16 fish.
    How many fish does Maria have in her tank?

_____

6. Lee has 11 board games. Lee has 5 more board games than Darnel.
    How many board games does Darnel have?

Name _____ Date _____

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

N [6   ]
R [6 | 4]
     ?=10
$6 + 4 = \boxed{10}$
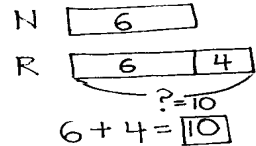
1. Kim went to 15 baseball games this summer. Julio went to 10 baseball games.
   How many more games did Kim go to than Julio?

2. Kiana picked 14 strawberries at the farm. Tamra picked 5 fewer strawberries than
   Kiana. How many strawberries did Tamra pick?

3. Willie saw 7 reptiles at the zoo. Emi saw 4 more reptiles at the zoo than Willie.
   How many reptiles did Emi see at the zoo?

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Lesson 2:   Solve compare with bigger or smaller unknown problem types.

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4. Peter jumped into the swimming pool 6 times more than Darnel. Darnel jumped in 9 times. How many times did Peter jump into the swimming pool?
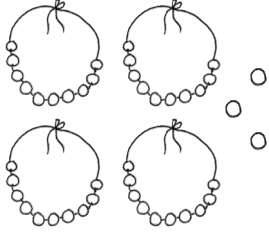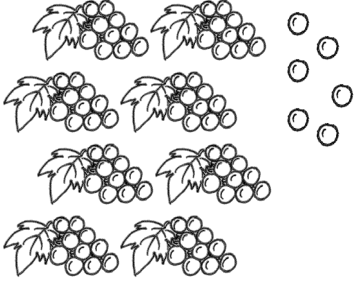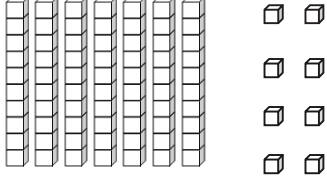
_____
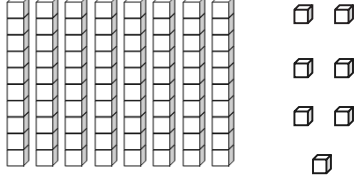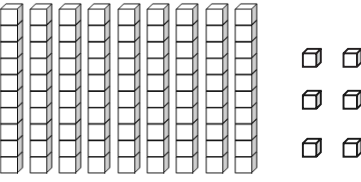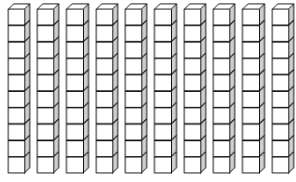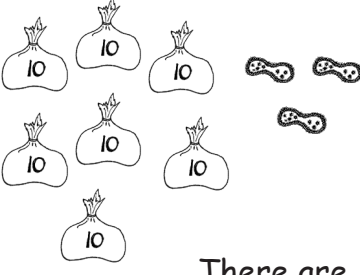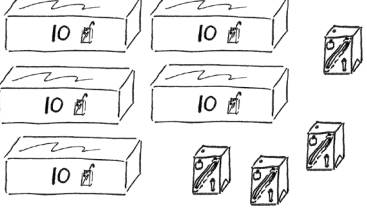
5. Rose found 16 seashells on the beach. Lee found 6 fewer seashells than Rose. How many seashells did Lee find on the beach?

_____

6. Shanika got 12 cards in the mail. Nikil got 5 more cards than Shanika. How many cards did Nikil get?

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Lesson 2: Solve compare with bigger or smaller unknown problem types.

8

Name _____   Date _____

Write the tens and ones. Complete the statement.

		tens	ones
1.			

43 = _____ tens _____ ones

		tens	ones
2.			

_____ = _____ tens _____ ones

		tens	ones
3.			

There are _____ cubes.

		tens	ones
4.			

There are _____ cubes.

		tens	ones
5.			

There are _____ cubes.

		tens	ones
6.			

There are _____ cubes.

		tens	ones
7.			

There are _____ peanuts.

		tens	ones
8.			

There are _____ juice boxes.

Lesson 3:   Use the place value chart to record and name tens and ones within a two-digit number up to 100.

9

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

a. 40

tens	ones

b. 46

tens	ones

c. _____

tens	ones
5	9

d. _____

tens	ones
9	5

e. 75

tens	ones

f. 70

tens	ones

g. 60

tens	ones

h. _____

tens	ones
8	0

i. _____

tens	ones
5	5

j. _____

tens	ones
10	0

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Lesson 3: Use the place value chart to record and name tens and ones within a two-digit number up to 100.

10

Name _____   Date _____

Write the tens and ones. Complete the statement.

1. 52 = _____ tens _____ ones	2. _____ = _____ tens _____ ones
tens | ones	**tens | ones**
3. There are _____ cubes.	4. There are _____ cubes.
tens | ones	**tens | ones**
5. There are _____ cubes.	6. There are _____ cubes.
tens | ones	**tens | ones**
7. There are _____ carrots.	8. There are _____ markers.
tens | ones	**tens | ones**

Lesson 3:   Use the place value chart to record and name tens and ones within a two-digit number up to 100.

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

a. 70

tens	ones

b. 76

tens	ones

c. _____

tens	ones
4	9

d. _____

tens	ones
9	4

e. 65

tens	ones

f. 60

tens	ones

g. 90

tens	ones

h. _____

tens	ones
10	0

i. _____

tens	ones
8	3

j. _____

tens	ones
8	0

ones	tens

ones	tens
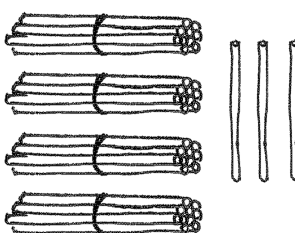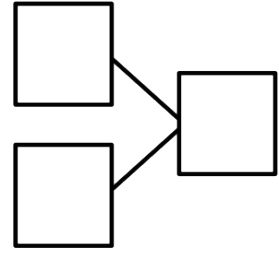
place value chart
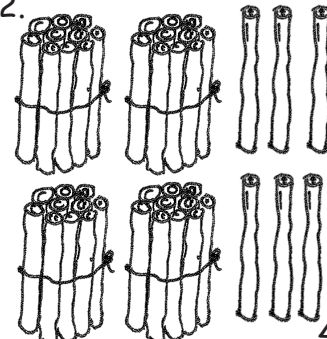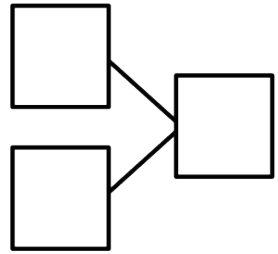
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Lesson 3: Use the place value chart to record and name tens and ones within a two-digit number up to 100.

13

Name _____   Date _____

Count the objects, and fill in the number bond or place value chart. Complete the sentences to add the tens and ones.

1.
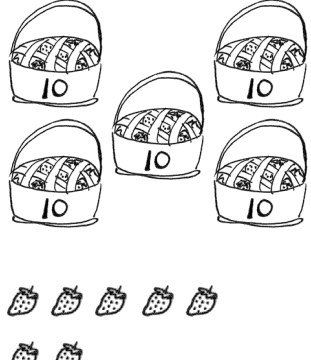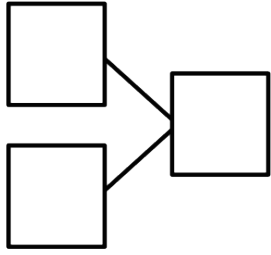
40 and 3 make ____.

40 + 3 = ____

2.
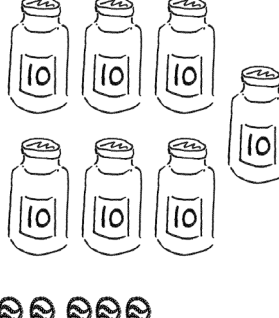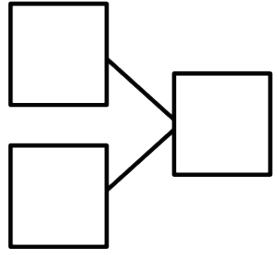
40 and 6 make ____.

40 + 6 = ____

3.
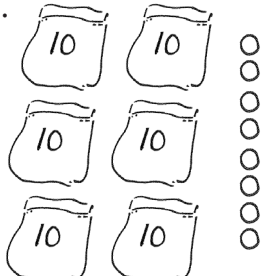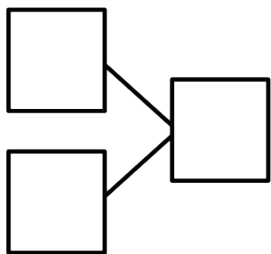
57 = ____ + ____

7 more than 50 is ____.

4.
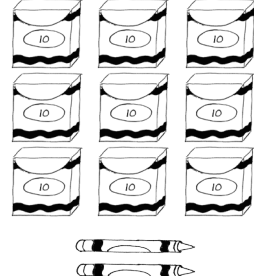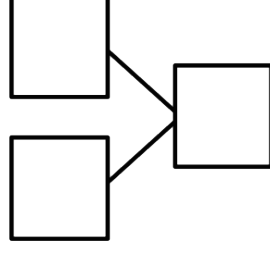
75 = ____ + ____

5 more than 70 is ____.

5.

____ + ____ = ____

____ tens + ____ ones = ____

6.

____ + ____ = ____

____ tens + ____ ones = ____

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Lesson 4:   Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones.

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7.

tens	ones

_____ + _____ = _____

_____ tens + _____ ones = _____

8.

tens	ones

_____ + _____ = _____

_____ tens + _____ ones = _____

9.

tens	ones

_____ + _____ = _____

_____ tens + _____ ones = _____

10.

tens	ones
	0

_____ + _____ = _____

_____ tens + _____ ones = _____

11. Complete the sentences to add the tens and ones.

a. 50 + 6 = _____

b. _____ + 9 = 89

c. 5 tens + _____ ones = 56
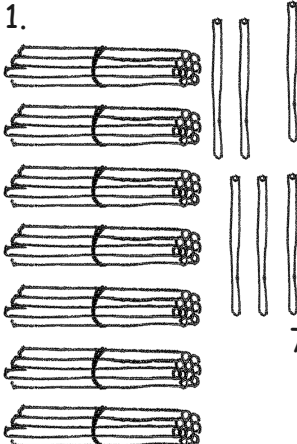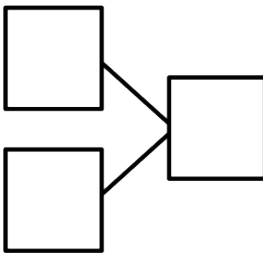
d. 9 ones + 8 tens = _____
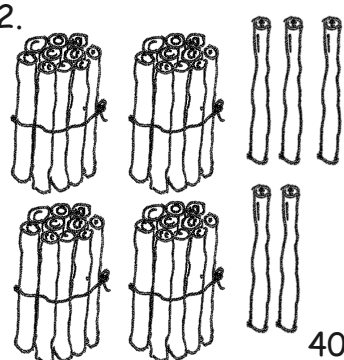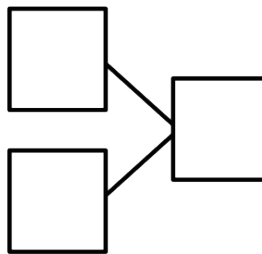
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Lesson 4:   Write and interpret two-digit numbers to 100 as addition sentences
             that combine tens and ones.

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Name _____   Date _____

Count the objects, and fill in the number bond or place value chart. Complete the sentences to add the tens and ones.

1.
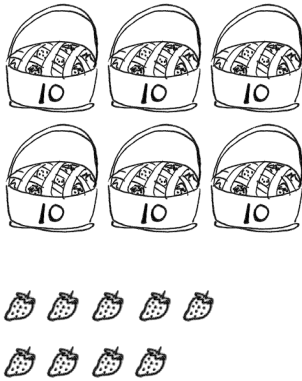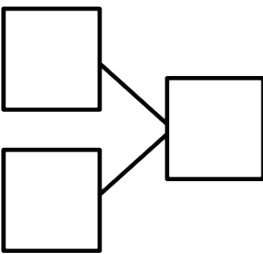
70 and 6 make _____.

70 + 6 = _____

2.
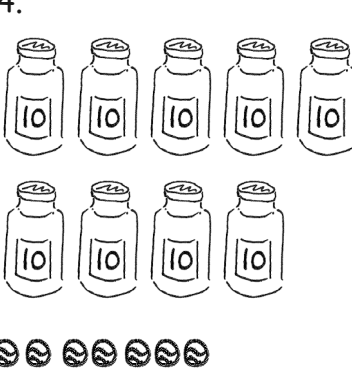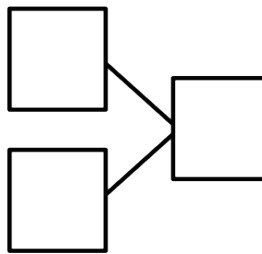
40 and 5 make _____.

40 + 5 = _____

3.
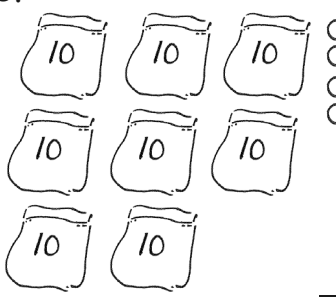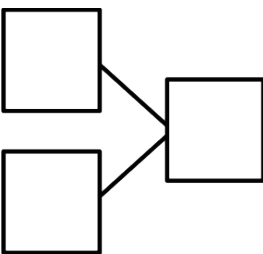
69 = _____ + _____

9 more than 60 is _____.

4.
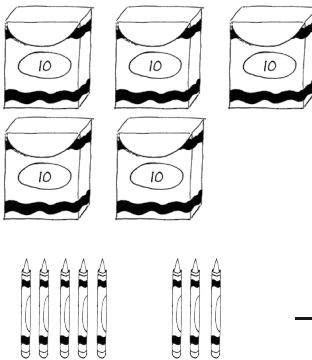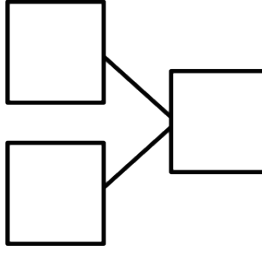
97 = _____ + _____

7 more than 90 is _____.

5.

_____ + _____ = _____

_____ tens + _____ ones = _____

6.

_____ + _____ = _____

_____ tens + _____ ones = _____

Lesson 4:   Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones.

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7.

tens	ones

_____ + _____ = _____

_____ tens + _____ ones = _____

8.

tens	ones

_____ + _____ = _____

_____ tens + _____ ones = _____

9.

tens	ones

_____ + _____ = _____

_____ tens + _____ ones = _____

10.

tens	ones
	0

_____ + _____ = _____

_____ tens + _____ ones = _____

11. Complete the sentences to add the tens and ones.

  a.   80 + 6 = _____   b.   _____ + 7 = 57
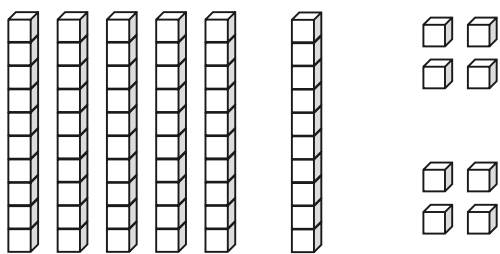
  c.   9 tens + _____ ones = 95   d.   4 ones + 8 tens = _____

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Lesson 4:   Write and interpret two-digit numbers to 100 as addition sentences
              that combine tens and ones.

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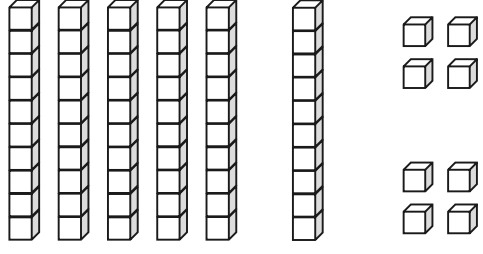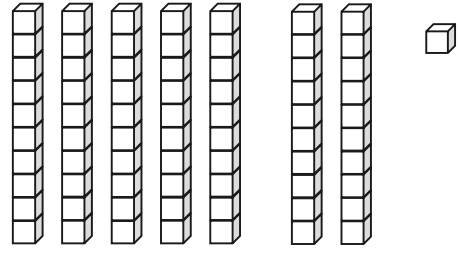
Name _____   Date _____
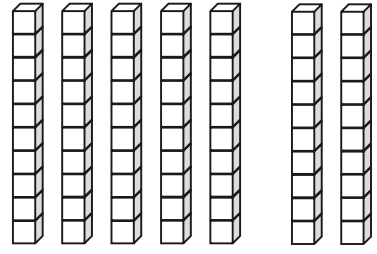
1. Solve. You may draw or cross off (x) to show your work.

| a. 1 more than 68 is _____. | b. 10 more than 68 is _____. |
| c. 10 less than 71 is _____. | d. 1 less than 70 is _____. |

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

a. 10 more than 59 is _____.

tens	ones
5	9

+ 1 ten →

tens	ones

b. 1 less than 59 is _____.

tens	ones

tens	ones

c. 1 more than 59 is _____.

tens	ones

tens	ones

d. 10 less than 59 is _____.

tens	ones

tens	ones

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Lesson 5:   Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100.

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3. Write the number that is **1 more**.

    a. 10, _____

    b. 70, _____

    c. 76, _____

    d. 79, _____

    e. 99, _____

4. Write the number that is **10 more**.

    a. 10, _____

    b. 60, _____

    c. 61, _____

    d. 78, _____

    e. 90, _____

5. Write the number that is **1 less**.

    a. 12, _____

    b. 52, _____

    c. 51, _____

    d. 80, _____

    e. 100, _____

6. Write the number that is **10 less**.

    a. 20, _____

    b. 60, _____

    c. 74, _____

    d. 81, _____

    e. 100, _____

7. Fill in the missing numbers in each sequence.

    a. 40, 41, 42, _____

    b. 89, 88, 87, _____

    c. 72, 71, _____, 69

    d. 63, _____, 65, 66

    e. 40, 50, 60, _____

    f. 80, 70, 60, _____

    g. 55, 65, _____, 85

    h. 99, 89, _____, 69
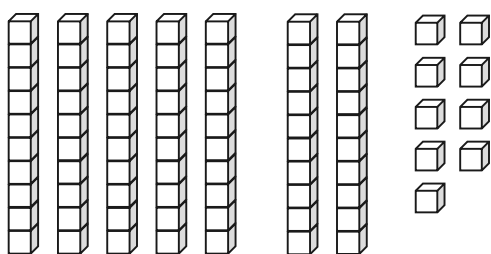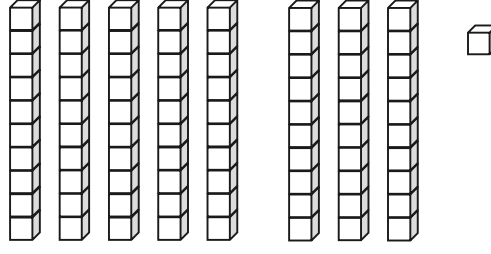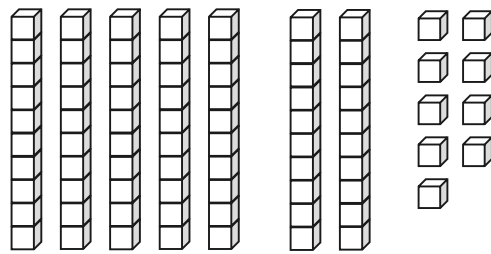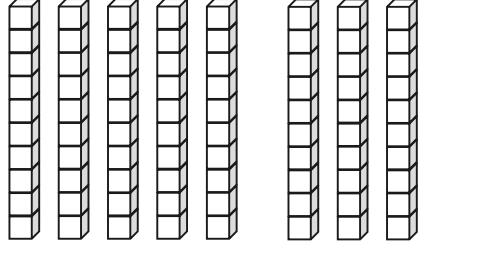
    i. _____, 99, 98, 97

    j. _____, 77, _____, 57

Name _____   Date _____

1. Solve. You may draw or cross off (x) to show your work.

a. 10 more than 79 is _____.	b. 10 less than 81 is _____.
c. 1 more than 79 is _____.	d. 1 less than 80 is _____.

2. Find the mystery numbers. You may make a drawing to help solve, if needed.

   a. 10 more than 75 is _____.

tens	ones
7	5

+ 10 →

tens	ones

   b. 1 more than 75 is _____.

tens	ones

→

tens	ones

   c. 10 less than 88 is _____.

tens	ones

tens	ones

   d. 1 less than 88 is _____.

tens	ones

tens	ones

Lesson 5:   Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100.

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3. Write the number that is **1 more**.

    a. 40, _____

    b. 50, _____

    c. 65, _____

    d. 69, _____

    e. 99, _____

4. Write the number that is **10 more**.

    a. 60, _____

    b. 70, _____

    c. 77, _____

    d. 89, _____

    e. 90, _____

5. Write the number that is **1 less**.

    a. 53, _____

    b. 73, _____

    c. 71, _____

    d. 80, _____

    e. 100, _____

6. Write the number that is **10 less**.

    a. 50, _____

    b. 60, _____

    c. 84, _____

    d. 91, _____

    e. 100, _____

7. Fill in the missing numbers in each sequence.

    a. 50, 51, 52, _____

    b. 79, 78, 77, _____

    c. 62, 61, _____, 59

    d. 83, _____, 85, 86

    e. 60, 70, 80, _____

    f. 100, 90, 80, _____

    g. 57, 67, _____, 87

    h. 89, 79, _____, 59

    i. _____, 99, 98, 97

    j. _____, 84, _____, 64

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Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100.

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Name _____   Date _____

1. Use the symbols to compare the numbers. Fill in the blank with <, >, or = to make the statement true.

85 > 75   4 tens 3 ones < 4 tens 6 ones
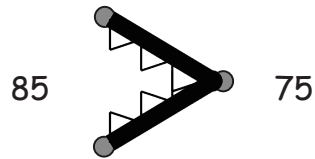
85 (>) 75   43 (<) 46
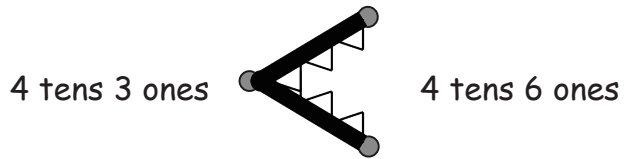
85 is greater than 75.   43 is less than 46.

a.
35 ◯ 42

b.
78 ◯ 80

c.
100 ◯ 99

d.
93 ◯ 8 tens 3 ones

e.
9 tens 8 ones ◯ 10 tens

f.
6 tens 2 ones ◯ 2 tens 6 ones

g.
72 ◯ 2 ones 7 tens

h.
5 tens 4 ones ◯ 4 tens 14 ones

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Lesson 6:   Use the symbols >, =, and < to compare quantities and numerals to 100.

22

2. Circle the correct words to make the sentence true. Use >, <, or = and numbers to write a true statement.

a.

29

| is greater than |
| is less than |
| is equal to |

2 tens 9 ones

_____ ◯ _____

b.

7 tens 9 ones

| is greater than |
| is less than |
| is equal to |

80

_____ ◯ _____

c.

10 tens
0 ones

| is greater than |
| is less than |
| is equal to |

0 tens
10 ones

_____ ◯ _____

d.

6 tens 1 one

| is greater than |
| is less than |
| is equal to |

5 tens 16 ones

_____ ◯ _____

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

a. 3 tens 9 ones ◯ 5 tens 9 ones

b. 30 ◯ 13

c. 100 ◯ 10 tens

d. 6 tens 4 ones ◯ 4 ones 6 tens

e. 7 tens 9 ones ◯ 79

f. 1 ten 5 ones ◯ 5 ones 1 ten

g. 72 ◯ 6 tens 12 ones

h. 88 ◯ 8 tens 18 ones

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Lesson 6:   Use the symbols >, =, and < to compare quantities and numerals to 100.

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Name _____   Date _____

1. Use the symbols to compare the numbers. Fill in the blank with <, >, or = to make the statement true.

62 > 57   5 tens 6 ones < 5 tens 9 ones
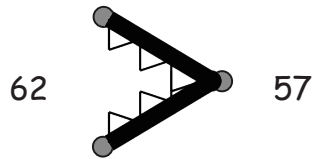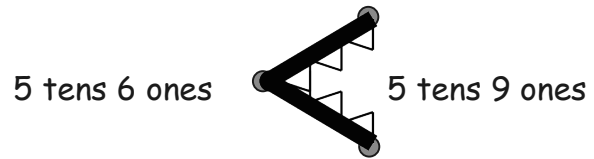
62 (>) 57   56 (<) 59
62 is greater than 57.   56 is less than 59.

a.

43 ( ) 35

b.

60 ( ) 86

c.

10 tens ( ) 99

d.

5 tens 4 ones ( ) 54

e.

7 tens 9 ones ( ) 9 tens 7 ones

f.

1 ten 3 ones ( ) 31

g.

3 tens 0 ones ( ) 2 tens 10 ones

h.

3 tens 5 ones ( ) 2 tens 17 ones

Lesson 6:   Use the symbols >, =, and < to compare quantities and numerals to 100.

24

2. Fill in the correct words from the box to make the sentence true. Use >, <, or = and numbers to write a true statement.

is greater than	is less than	is equal to

a. 42 _____ 1 ten 2 ones

_____ ◯ _____

b. 6 tens 7 ones _____ 5 tens 17 ones

_____ ◯ _____

c. 37 _____ 73

_____ ◯ _____

d. 2 tens 14 ones _____ 4 ones 2 tens

_____ ◯ _____

e. 9 ones 5 tens _____ 9 tens 5 ones

_____ ◯ _____

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Lesson 6: Use the symbols >, =, and < to compare quantities and numerals to 100.

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Name _____   Date _____

1. Fill in the missing numbers in the chart up to 120.

a.	b.	c.	d.	e.
71	81	91		111
	82		102	
73	83	93		113
	84	94	104	114
76	86	96	106	116
77	87	97		117
79	89	99	109	119
80		100	110	

Lesson 7:   Count and write numbers to 120. Use Hide Zero cards to relate
numbers 0 to 20 to 100 to 120.

26

2. Write the numbers to continue the counting sequence to 120.

96, 97, _____, _____, _____, _____, _____,

_____, _____, _____, _____, _____, _____,

_____, _____, _____, _____, _____, _____,

_____, _____, _____, _____, _____, _____

3. Circle the sequence that is incorrect. Rewrite it correctly on the line.

a.

| 107, 108, 109, 110, 120 |

b.

| 99, 100, 101, 102, 103 |

_____

4. Fill in the missing numbers in the sequence.

a.

| 115, 116, _____, _____, _____ |

b.

| _____, _____, 118, _____, 120 |

c.

| 100, 101, _____, _____, 104 |

d.

| 97, 98, _____, _____, _____, _____ |

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Lesson 7:   Count and write numbers to 120. Use Hide Zero cards to relate
numbers 0 to 20 to 100 to 120.

27

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Name _____   Date _____

1. Fill in the missing numbers in the chart up to 120.

a.	b.	c.	d.	e.
71		91		111
	82		102	
		93		
74				114
	85		105	
		96		116
	87			
			108	
79		99		119
80	90		110	

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Lesson 7:   Count and write numbers to 120. Use Hide Zero cards to relate numbers 0 to 20 to 100 to 120.

28

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2. Write the numbers to continue the counting sequence to 120.

99,_____, 101, _____, _____, _____, _____, _____, _____,

_____, _____, _____, _____, _____, _____, _____,

_____, _____, _____, _____, _____, _____

3. Circle the sequence that is incorrect. Rewrite it correctly on the line.

a.

| 116, 117, 118, 119, 120 |

b.

| 96, 97, 98, 99, 100, 110 |

_____

4. Fill in the missing numbers in the sequence.

a.

| 113, 114, _____, _____, _____ |

b.

| _____, _____, _____, 120 |

c.

| 102, _____, _____, _____ |

d.

| 88, 89, _____, _____, _____, _____, |

EUREKA MATH

Lesson 7:   Count and write numbers to 120. Use Hide Zero cards to relate
numbers 0 to 20 to 100 to 120.

29

Name _____   Date _____

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

a. 74

tens	ones

b. 78

tens	ones

c. _____

tens	ones
9	1

d. _____

tens	ones
10	9

e. 116

tens	ones

f. 103

tens	ones

g. _____

tens	ones
11	2

h. _____

tens	ones
12	0

i. _____

tens	ones
10	5

j. 102

tens	ones

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Lesson 8:   Count to 120 in unit form using only tens and ones. Represent numbers to 120 as tens and ones on the place value chart.

30

2. Match.

a.

tens	ones
9	7

●

● 10 tens 5 ones

b.

tens	ones
10	7

●

● 10 tens 7 ones

c.

tens	ones
11	0

●

● 9 tens 7 ones

d.

tens	ones
10	5

●

● 12 tens 0 ones

e.

tens	ones
10	1

●

● 110

f.

tens	ones
12	0

●

● 11 tens 8 ones

g.

tens	ones
11	8

●

● 101

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Lesson 8:   Count to 120 in unit form using only tens and ones. Represent numbers to 120 as tens and ones on the place value chart.

31

Name _____   Date _____

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

a. 81

tens	ones

b. 98

tens	ones

c. _____

tens	ones
11	7

d. _____

tens	ones
10	8

e. 104

tens	ones

f. 111

tens	ones

2. Write the number.

a. 9 tens 2 ones is the number _____.	b. 8 tens 4 ones is the number _____.
c. 11 tens 3 ones is the number _____.	d. 10 tens 9 ones is the number _____.
e. 10 tens 1 ones is the number _____.	f. 11 tens 6 ones is the number _____.

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Lesson 8:   Count to 120 in unit form using only tens and ones. Represent numbers to 120 as tens and ones on the place value chart.

32

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3. Match.

a.
tens	ones
10	2
●

●
11 tens 4 ones

b.
tens	ones
9	5
●

●
9 tens 5 ones

c.
tens	ones
11	4
●

●
11 tens 8 ones

d.
tens	ones
11	0
●

●
11 tens 0 ones

e.
tens	ones
10	8
●

●
102

f.
tens	ones
10	0
●

●
10 tens 0 ones

g.
tens	ones
11	8
●
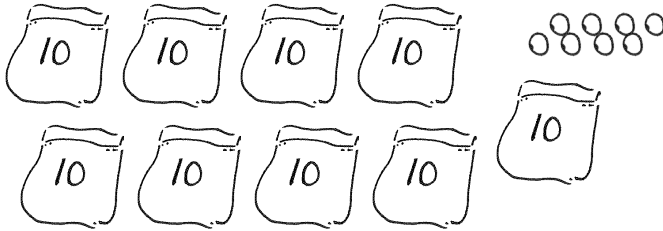
●
108
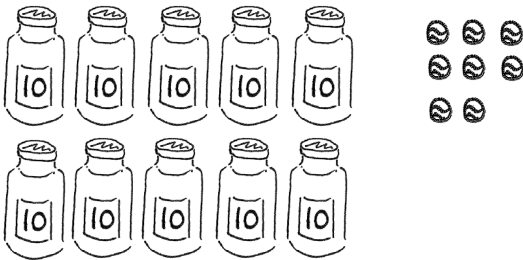
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Lesson 8: Count to 120 in unit form using only tens and ones. Represent numbers to 120 as tens and ones on the place value chart.

33

Name _____   Date _____

Count the objects. Fill in the place value chart, and write the number on the line.

1.

tens	ones

_____

2.

tens	ones

_____

3.

tens	ones

_____

4.

tens	ones

_____

5.

tens	ones

_____

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Lesson 9:   Represent up to 120 objects with a written numeral.

34

6.

tens	ones

_____

7.

tens	ones

_____
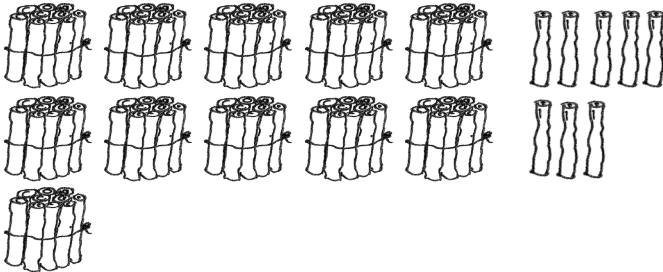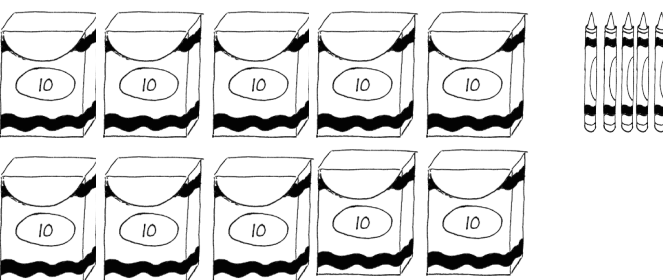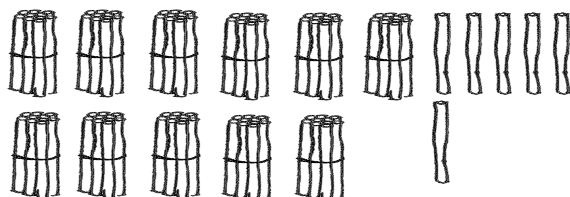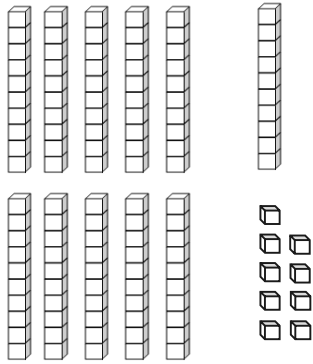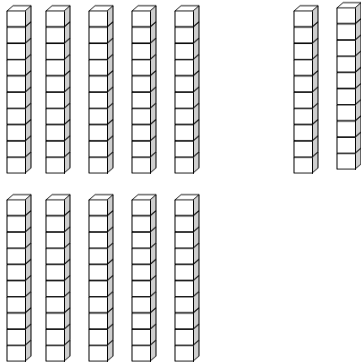
Use quick tens and ones to represent the following numbers. Write the number on the line.

8. _____

tens	ones
10	9

9. _____

tens	ones
12	0

Lesson 9:   Represent up to 120 objects with a written numeral.

35

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Name _____   Date _____

Count the objects. Fill in the place value chart, and write the number on the line.

1.

tens	ones

_____

2.

tens	ones

_____

3.

tens	ones

_____

4.

tens	ones

_____

5.

tens	ones

_____

EUREKA MATH

Lesson 9:   Represent up to 120 objects with a written numeral.

36

6.

tens	ones

_____

7.

tens	ones

_____

Use quick tens and ones to represent the following numbers.

Write the number on the line.

tens	ones
11	0

8. _____

tens	ones
10	5

9. _____

Name _____   Date _____

Complete the number bonds and number sentences to match the picture.

1.

50
/ \
30   20

___3___ tens + _____ tens = _____ tens

30 + 20 = _____

2.

_____ tens + _____ tens = _____ tens

_____

3.

_____ tens – _____ tens = _____tens

_____

4.

_____ tens + _____ tens = _____ tens

_____

5.

_____ tens – _____ tens = _____ tens

_____

Count the dimes to add or subtract. Write a number sentence to match the value of the dimes.

6. 🪙 🪙 🪙 🪙 + 🪙 🪙   40 + 20 =

_____

7. 🪙 🪙 🪙 🪙 ✖ ✖

_____

8. 🪙 🪙 🪙 🪙 + 🪙 🪙
    🪙 🪙 🪙   🪙

_____

9. 🪙 🪙 🪙 🪙 ✖
    🪙 🪙 🪙 ✖ ✖

_____

10. 🪙 🪙 🪙 🪙 🪙
    ✖ ✖ ✖ ✖

_____

11. Fill in the missing numbers.

   a. 40 + 40 = _____   b. 50 – 30 = _____   c. 10 + _____ = 70

   d. 60 – _____ = 0   e. 90 – _____ = 10   f. 70 + _____ = 90

   g. 50 + 40 = _____   h. 100 – 30 = _____   i. 100 – _____ = 70

Name _____   Date _____

1. Complete the number bond or number sentence, and draw a line to the matching picture.

a.

90
30 [ ]

b.

_____ – 40 = 60

c.

60
40 [ ]

d.

80 – _____ = 60

Lesson 10:   Add and subtract multiples of 10 from multiples of 10 to 100, including dimes.

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40

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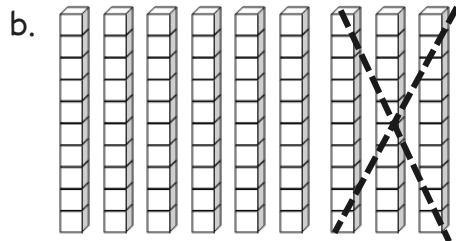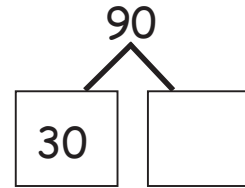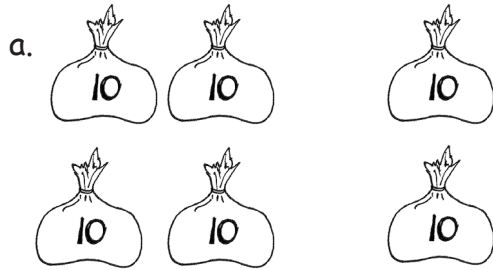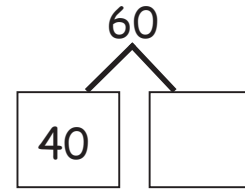
2. Count the dimes to add or subtract. Write a number sentence to match the dimes.

a.

40 + 20 = _____

b.

_____

c.

_____

d.

_____

3. Fill in the missing numbers.

a. 70 + _____ = 90

b. _____ + 30 = 80

c. 100 – _____ = 20

d. 30 + 60 = _____

e. 70 – _____ = 20

f. 20 + _____ = 60

g. _____ – 20 = 60

h. 90 – _____ = 20

i. 50 + _____ = 100

Lesson 10:   Add and subtract multiples of 10 from multiples of 10 to 100, including dimes.

41

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_____ ◯ _____ ◯ _____   ⋀

_____

_____ tens ◯ _____ tens ◯ _____ tens

⋀

_____

_____ ◯ _____ ◯ _____   ⋀

number bond/number sentence set

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Lesson 10: Add and subtract multiples of 10 from multiples of 10 to 100, including dimes.

42

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Name _____ Date _____

Solve using the pictures. Complete the number sentence to match.

1.

_____ + _____ = _____

2.

_____ + _____ = _____

3.

_____ + _____ = _____

4.

_____ + _____ = _____

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Lesson 11: Add a multiple of 10 to any two-digit number within 100.

43

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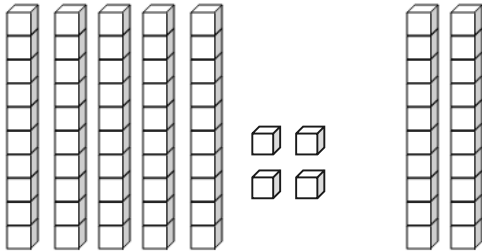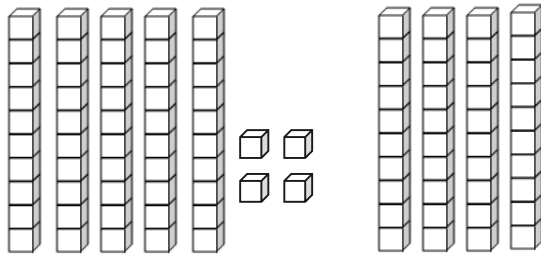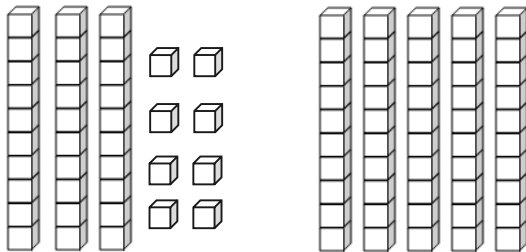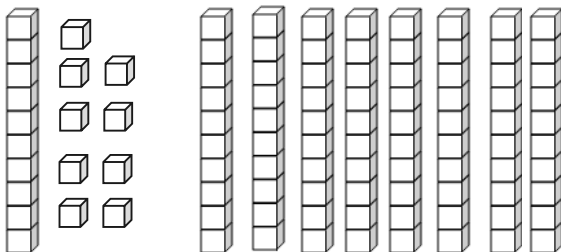
5. Solve.

a. 47 + 40 = _____	b. 57 + 30 = _____
c. 35 + 30 = _____	d. 35 + 50 = _____
e. 30 + 63 = _____	f. 40 + 39 = _____

6. Solve and explain your thinking to a partner.

   a. 2 + 50 = _____

   b. 58 + 40 = _____

   c. 48 + _____ = 98

   d. 60 + _____ = 86

EUREKA MATH

Lesson 11: Add a multiple of 10 to any two-digit number within 100.

44
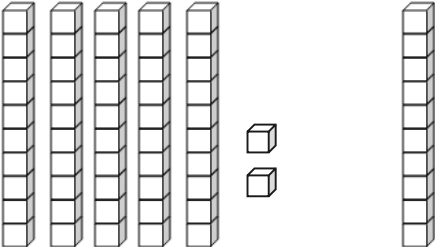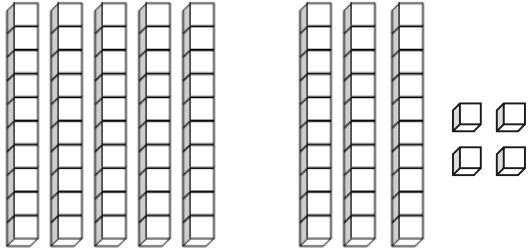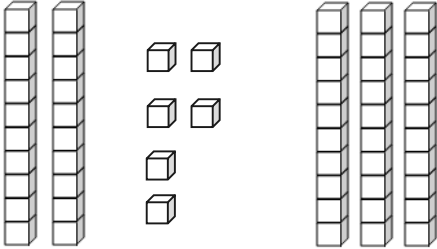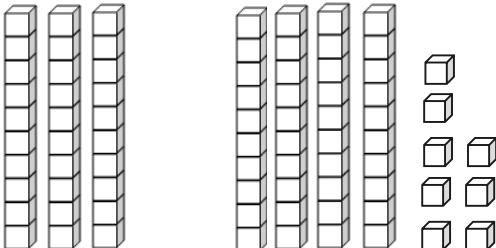
Name _____   Date _____

1. Solve using the pictures. Complete the number sentence to match.

a.

_____ + _____ = _____

b.

_____ + _____ = _____

c.

_____ + _____ = _____

d.

_____ + _____ = _____

2. Use number bonds to solve.

a. 38 + 40 = _____	b. 54 + 30 = _____
c. 46 + 40 = _____	d. 30 + 57 = _____
e. 20 + 68 = _____	f. 25 + 70 = _____

3. Solve. You may use number bonds to help you.

   a. 72 + 20 = _____   b. 48 + 50 = _____

   c. 46 + _____ = 96   d. _____ + 40 = 87

Name _____ Date _____

1. Solve.

a. 84 + 12 = _____	b. 71 + 26 = _____
c. 57 + 22 = _____	d. 59 + 41 = _____
e. 35 + 65 = _____	f. 26 + 54 = _____
g. 57 + 42 = _____	h. 37 + 63 = _____

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Lesson 12: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.

47

2. Solve.

a. 45 + 13 = _____	b. 45 + 23 = _____
c. 21 + 27 = _____	d. 27 + 23 = _____
e. 48 + 32 = _____	f. 48 + 52 = _____
g. 34 + 65 = _____	h. 46 + 43 = _____

Name _____ Date _____

1. Solve.

a. 46 + 22 = _____	b. 74 + 23 = _____
c. 54 + 25 = _____	d. 68 + 31 = _____
e. 45 + 55 = _____	f. 86 + 13 = _____
g. 37 + 52 = _____	h. 47 + 52 = _____

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Lesson 12:   Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.

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2. Solve using number bonds. You may choose to add the ones or tens first. Write the two number sentences to show what you did.

a. 76 + 23 = _____	b. 45 + 33 = _____
c. 31 + 67 = _____	d. 57 + 32 = _____
e. 58 + 21 = _____	f. 25 + 63 = _____
g. 44 + 55 = _____	h. 47 + 53 = _____

EUREKA MATH

Lesson 12:   Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.

50

Name _____   Date _____

1. Solve and show your work.

a. 79 + 12 = _____	b. 59 + 32 = _____
c. 38 + 45 = _____	d. 36 + 47 = _____
e. 48 + 45 = _____	f. 57 + 34 = _____

Lesson 13:   Add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition.

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2. Solve and show your work.

a. 24 + 37 = _____	b. 48 + 45 = _____
c. 29 + 67 = _____	d. 48 + 34 = _____
e. 69 + 27 = _____	f. 78 + 17 = _____

Lesson 13:   Add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition.

52

Name _____   Date _____

1. Solve and show your work.

a. 15 + 26 = _____	b. 46 + 49 = _____	c. 28 + 54 = _____
d. 69 + 13 = _____	e. 69 + 23 = _____	f. 69 + 19 = _____
g. 49 + 43 = _____	h. 57 + 36 = _____	i. 68 + 23 = _____

Lesson 13: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition.

53

2. Solve and show your work.

a. 34 + 47 = _____	b. 38 + 45 = _____	c. 68 + 23 = _____
d. 39 + 57 = _____	e. 38 + 44 = _____	f. 17 + 76 = _____
g. 68 + 24 = _____	h. 18 + 77 = _____	i. 14 + 67 = _____

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Lesson 13: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition.

54

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Name _____   Date _____

1. Solve and show your work.

a. 48 + 21 = _____	b. 48 + 22 = _____
c. 39 + 43 = _____	d. 48 + 34 = _____
e. 77 + 14 = _____	f. 67 + 27 = _____
g. 58 + 37 = _____	h. 68 + 29 = _____

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Lesson 14: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition.

55

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2. Solve and show your work.

a. 39 + 31 = _____	b. 58 + 23 = _____
c. 77 + 23 = _____	d. 69 + 26 = _____
e. 68 + 25 = _____	f. 45 + 37 = _____
g. 59 + 39 = _____	h. 58 + 38 = _____

EUREKA MATH™

Lesson 14:   Add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition.

56

Name _____   Date _____

1. Solve and show your work.

a. 68 + 21 = _____	b. 59 + 32 = _____
c. 39 + 44 = _____	d. 58 + 36 = _____
e. 76 + 17 = _____	f. 68 + 26 = _____
g. 56 + 39 = _____	h. 58 + 29 = _____

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Lesson 14:   Add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition.

57

2. Solve and show your work.

a. 39 + 41 = _____	b. 48 + 43 = _____
c. 87 + 13 = _____	d. 59 + 25 = _____
e. 65 + 27 = _____	f. 27 + 67 = _____
g. 49 + 39 = _____	h. 38 + 58 = _____

Lesson 14:   Add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition.

58

Name _____   Date _____

1. Solve using quick tens and ones drawings. Remember to line up your tens with tens and ones with ones. Write the total below your drawing.
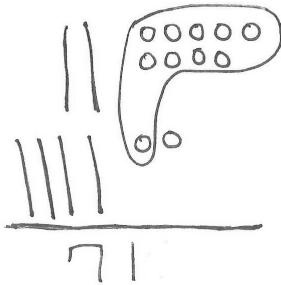
a. 29 + 42 = _____ 71	b. 39 + 54 = _____
c. 41 + 38 = _____	d. 58 + 24 = _____
e. 47 + 46 = _____	f. 48 + 29 = _____

EUREKA MATH

Lesson 15: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the total below.

59

2. Solve using quick tens and ones. Remember to line up your tens with tens and ones with ones. Write the total below your drawing.

a. 49 + 22 = _____	b. 38 + 62 = _____
c. 59 + 23 = _____	d. 68 + 14 = _____
e. 46 + 36 = _____	f. 69 + 26 = _____

EUREKA MATH

Lesson 15: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the total below.

60

Name _____   Date _____

1. Solve using quick tens and ones drawings. Remember to line up your tens with tens and ones with ones. Write the total below your drawing.
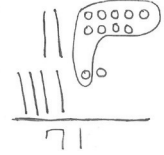
a. 39 + 42 = _____	b. 48 + 36 = _____
c. 31 + 48 = _____	d. 47 + 34 = _____
e. 57 + 39 = _____	f. 58 + 27 = _____

Lesson 15:   Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the total below.

61

EUREKA MATH™

2. Solve using quick tens and ones. Remember to line up your tens with tens and ones with ones. Write the total below your drawing.

a. 59 + 25 = _____	b. 48 + 42 = _____
c. 39 + 53 = _____	d. 78 + 14 = _____
e. 57 + 25 = _____	f. 69 + 27 = _____

EUREKA MATH

Lesson 15: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the total below.

62

Name _____   Date _____

1. Solve using quick tens and ones drawings. Remember to line up your drawings and
    rewrite the number sentence vertically.
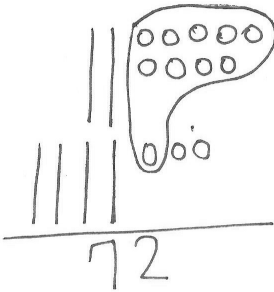
a. 29 + 43 = ____	b. 34 + 49 = ____
c. 45 + 39 = ____	d. 54 + 25 = ____
e. 47 + 36 = ____	f. 54 + 46 = ____

EUREKA MATH

Lesson 16:   Add a pair of two-digit numbers when the ones digits have a sum
greater than 10 with drawing. Record the new ten below.

63

2. Solve using quick tens and ones. Remember to line up your drawings and rewrite the number sentence vertically.

a. 39 + 24 = _____	b. 58 + 36 = _____
c. 55 + 37 = _____	d. 59 + 36 = _____
e. 37 + 58 = _____	f. 68 + 29 = _____

EUREKA MATH

Lesson 16:   Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the new ten below.

64

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Name _____ Date _____

1. Solve using quick tens and ones drawings. Remember to line up your drawings and rewrite the number sentence vertically.
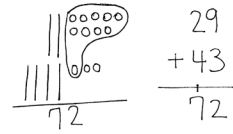
a. 39 + 45 = _____	b. 64 + 28 = _____
c. 47 + 38 = _____	d. 53 + 27 = _____
e. 38 + 48 = _____	f. 53 + 45 = _____

Lesson 16:   Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the new ten below.

65

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2. Solve using quick tens and ones. Remember to line up your drawings and rewrite the number sentence vertically.

a. 79 + 14 = _____	b. 28 + 47 = _____
c. 58 + 33 = _____	d. 19 + 66 = _____
e. 39 + 59 = _____	f. 49 + 48 = _____

Lesson 16: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the new ten below.

66

Tens Ones

Tens

recording tens and ones

Lesson 16: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the new ten below.

67

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Name _____   Date _____

1. Solve using quick tens and ones drawings. Remember to line up your tens and ones and rewrite the number sentence vertically.

a. 39 + 52 = _____	b. 48 + 42 = _____
c. 47 + 42 = _____	d. 47 + 47 = _____
e. 68 + 17 = _____	f. 68 + 29 = _____

EUREKA MATH

Lesson 17:   Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the new ten below.

68

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2. Solve using quick tens and ones drawings. Remember to line up your tens and ones and rewrite the number sentence vertically.

a. 39 + 32 = _____	b. 48 + 31 = _____
c. 43 + 49 = _____	d. 57 + 38 = _____
e. 61 + 39 = _____	f. 68 + 25 = _____

EUREKA MATH

Lesson 17:   Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the new ten below.

69

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Name _____ Date _____

1. Solve using quick tens and ones drawings. Remember to line up your tens and ones and rewrite the number sentence vertically.

a. 49 + 33 = _____	b. 68 + 32 = _____
c. 36 + 43 = _____	d. 27 + 67 = _____
e. 78 + 17 = _____	f. 69 + 28 = _____

Lesson 17: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the new ten below.

70

2. Solve using quick tens and ones drawings. Remember to line up your tens and ones and rewrite the number sentence vertically.

a. 29 + 52 = _____	b. 58 + 31 = _____
c. 73 + 26 = _____	d. 67 + 28 = _____
e. 41 + 59 = _____	f. 48 + 45 = _____

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Lesson 17:   Add a pair of two-digit numbers when the ones digits have a sum
greater than 10 with drawing. Record the new ten below.

71

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Name _____   Date _____

Use any method you prefer to solve the problems below.

1. 74 + 21 = _____	2. 79 + 21 = _____
3. 46 + 34 = _____	4. 58 + 34 = _____
5. 35 + 14 = _____	6. 35 + 18 = _____

Lesson 18:   Add a pair of two-digit numbers with varied sums in the ones, and compare the results of different recording methods.

72

Name _____   Date _____

Use any method you prefer to solve the problems below.

1. 61 + 15 = _____	2. 16 + 51 = _____
3. 37 + 45 = _____	4. 27 + 46 = _____
5. 58 + 27 = _____	6. 38 + 48 = _____

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Lesson 18:   Add a pair of two-digit numbers with varied sums in the ones, and
compare the results of different recording methods.

73

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Name _____   Date _____

Use the strategy you prefer to solve the problems below.

1. $43 + 21 = $ _____	2. $43 + 41 = $ _____
3. $62 + 38 = $ _____	4. $52 + 48 = $ _____
5. $75 + 14 = $ _____	6. $75 + 16 = $ _____

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Lesson 19:   Solve and share strategies for adding two-digit numbers with varied sums.

74

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Use the strategy you prefer to solve the problems below.

7. $29 + 54 = \underline{\hspace{1cm}}$	8. $27 + 54 = \underline{\hspace{1cm}}$
9. $38 + 23 = \underline{\hspace{1cm}}$	10. $58 + 36 = \underline{\hspace{1cm}}$
11. $49 + 19 = \underline{\hspace{1cm}}$	12. $28 + 69 = \underline{\hspace{1cm}}$

Lesson 19:   Solve and share strategies for adding two-digit numbers with varied sums.

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75

Name _____   Date _____

Use the strategy you prefer to solve the problems below.

1. 53 + 22 = _____	2. 23 + 52 = _____
3. 76 + 14 = _____	4. 76 + 16 = _____
5. 55 + 35 = _____	6. 54 + 46 = _____

Lesson 19: Solve and share strategies for adding two-digit numbers with varied sums.

76

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Use the strategy you prefer to solve the problems below.

7. 49 + 25 = _____	8. 49 + 45 = _____
9. 37 + 37 = _____	10. 37 + 57 = _____
11. 24 + 48 = _____	12. 26 + 68 = _____

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Lesson 19: Solve and share strategies for adding two-digit numbers with varied sums.

77

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Name _____   Date _____

1. Use the word bank to label the coin. The front and back of the coin is shown.

| penny |
| nickel |
| dime |

a. _____   b. _____   c. _____

2. Draw more pennies to show the value of each coin.

a.   ➡ ①

b.   ➡ ①

3. Kim has 5 cents in her hand. Cross off (x) the hand that cannot be Kim's.

EUREKA
MATH™   Lesson 20:   Identify pennies, nickels, and dimes by their image, name, or value.   78
                             Decompose the values of nickels and dimes using pennies and nickels.

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4. Anton has 10 cents in his pocket. One of his coins is a nickel. Draw coins to show two different ways he could have ten cents with the coins he has in his pocket.
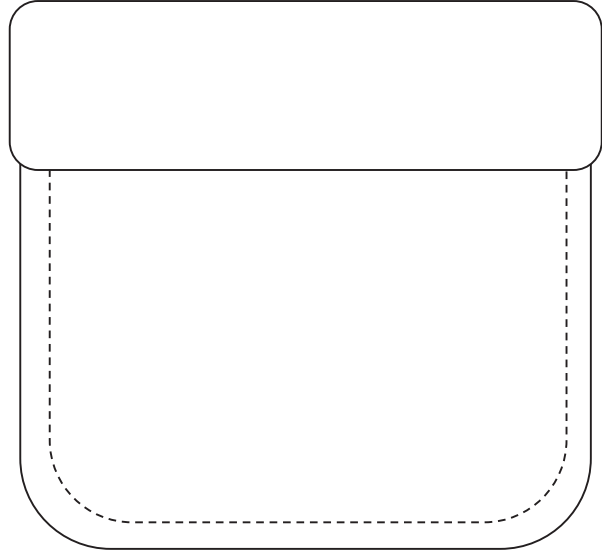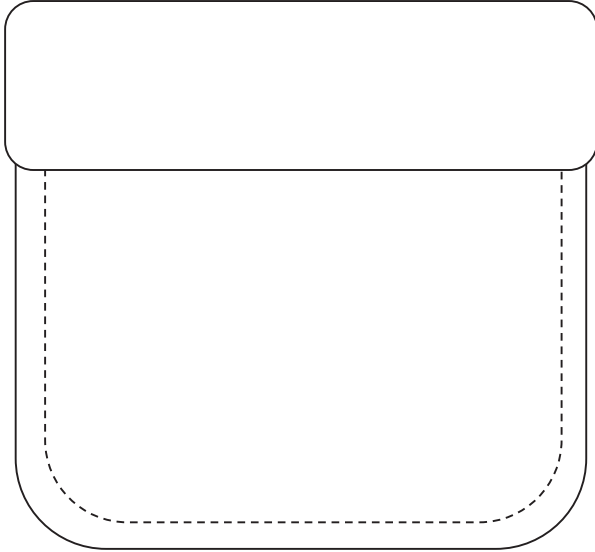
5. Emi says she has more money than Kiana. Is she correct? Why or why not?

Emi's Money   **Kiana's Money**

Emi is correct/not correct because _____

_____

Lesson 20:   Identify pennies, nickels, and dimes by their image, name, or value.   **79**
              Decompose the values of nickels and dimes using pennies and nickels.

EUREKA MATH

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Name _____   Date _____

1. Match.

penny

nickel

dime

2. Cross off some pennies so the remaining pennies show the value of the coin to their left.

a.

b.

EUREKA MATH   **Lesson 20:**   Identify pennies, nickels, and dimes by their image, name, or value.   **80**
Decompose the values of nickels and dimes using pennies and nickels.

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3. Maria has 5 cents in her pocket. Draw coins to show two different ways she could have 5 cents.
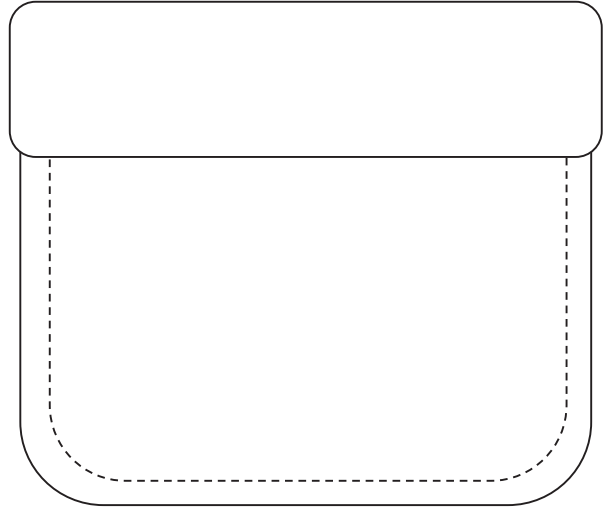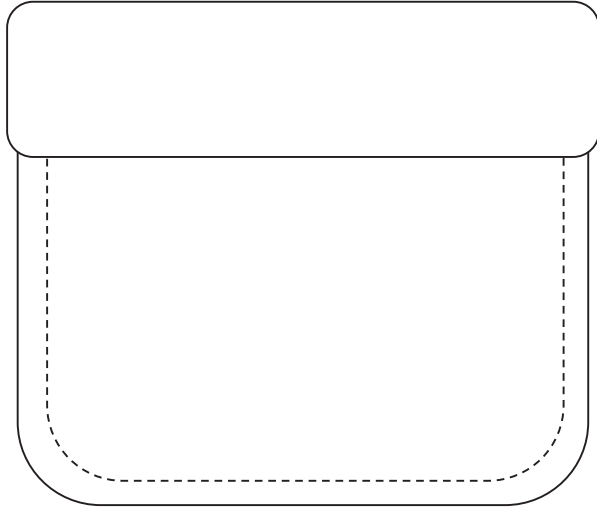
4. Solve. Draw a line to match the number sentence with the coin (or coins) that give the answer.

    a. 10 cents + 10 cents = _____ cents   ●   ●

    b. 10 cents - 5 cents = _____ cents   ●   ●

    c. 20 cents – 10 cents = _____ cents   ●   ●

    d. 9 cents – 8 cents = _____ cents   ●   ●

Lesson 20:   Identify pennies, nickels, and dimes by their image, name, or value.
Decompose the values of nickels and dimes using pennies and nickels.

81

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Name _____   Date _____

1. Use different coin combinations to make 25 cents.

a.

_____ pennies

b.

_____ dimes

_____ pennies

c.

_____ dimes

_____ nickels

d.

_____ nickels

_____ pennies

e.

_____ nickels

f.

_____ quarter

Lesson 21:   Identify quarters by their image, name, or value. Decompose the value
of a quarter using pennies, nickels, and dimes.

82

EUREKA
MATH™

2. Use the word bank to label the coins.

| pennies   nickels   dimes   quarters |

a. _____   b. _____   c. _____   d. _____

3. Draw different coins to show the value of the coin shown.
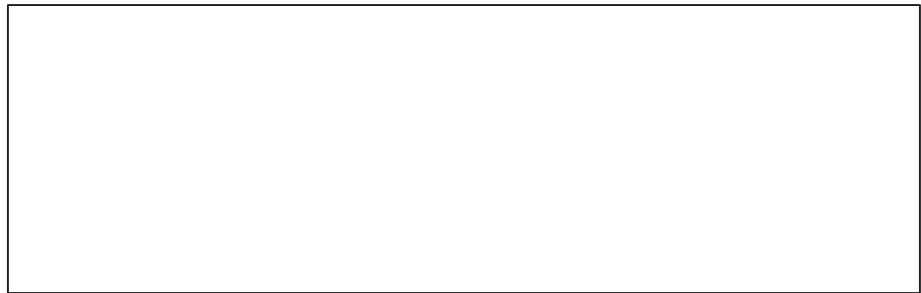
4. Match the coin combinations to the coin with the same value.

a.

b.

c.

EUREKA MATH™

Lesson 21:   Identify quarters by their image, name, or value. Decompose the value of a quarter using pennies, nickels, and dimes.

83

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Name _____   Date _____

1. Use the word bank to label the coins.

| dimes   nickels   pennies   quarters |

a. _____ b. _____ c. _____ d. _____

2. Write the value of each coin.

a. The value of one dime is _____ cent(s).

b. The value of one penny is _____ cent(s).

c. The value of one nickel is _____ cent(s).

d. The value of one quarter is _____ cent(s).

3. Your mom said she will give you 1 nickel or 1 quarter. Which would you take, and why?

_____

_____

_____

_____

EUREKA MATH™

Lesson 21:   Identify quarters by their image, name, or value. Decompose the value of a quarter using pennies, nickels, and dimes.

84

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4. Lee has 25 cents in his piggy bank. Which coin or coins could be in his bank?

   a. Draw to show the coins that could be in Lee's bank.
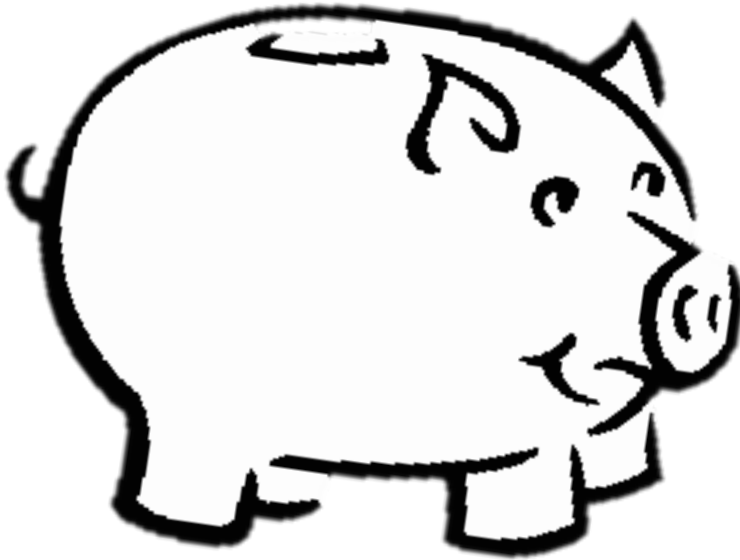
   b. Draw a different set of coins that could be in Lee's bank.

Lesson 21:   Identify quarters by their image, name, or value. Decompose the value   85
              of a quarter using pennies, nickels, and dimes.

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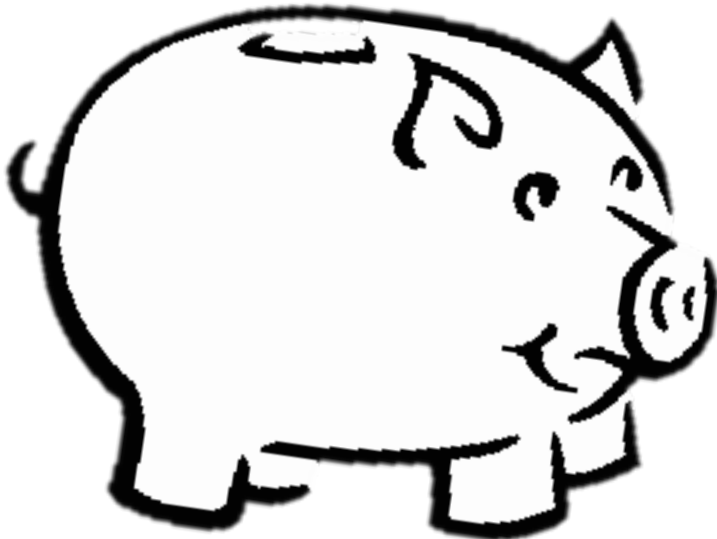
Name _____   Date _____

1. Use the word bank to label the coins.

| quarter   dime   nickel   penny |

a. _____   b. _____   c. _____   d. _____

2. Match the coin combinations to the coin on the right with the same value.

a.

    •   •

b.

    •   •

c.

    •   •

3. Tamra has 25 cents in her hand. Cross off (x) the hand that cannot be Tamra's.
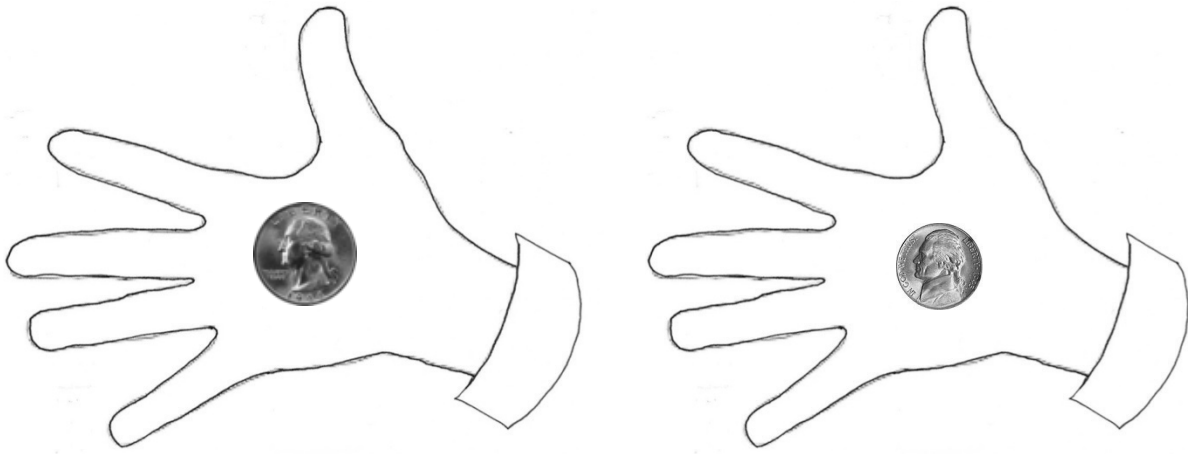
4. Ben thinks he has more money than Peter. Is he correct? Why or why not?

Ben's Money   **Peter's Money**

Ben is _____ because _____

_____

5. Solve. Match each statement to the coin that shows the value of the answer.

   a. 5 pennies = _____ cents

   b. 6 cents + 4 cents = _____ cents

   c. 1 quarter = _____ cents

   d. 6 cents – 5 cents = _____ cent(s)

EUREKA MATH

Lesson 22:   Identify varied coins by their image, name, or value. Add one cent to the value of any coin.

87

Name _____   Date _____

1. Match the label to the correct coins, and write the value. There will be more than one match for each coin name.

    a.

nickel
_____ cents

    b.

dime
_____ cents

    c.

quarter
_____ cents

    d.

penny
_____ cent

EUREKA MATH™

Lesson 22:   Identify varied coins by their image, name, or value. Add one cent to the value of any coin.

88

2. Lee has one coin in his pocket, and Pedro has 3 coins. Pedro has more money than Lee. Draw a picture to show the coins each boy might have.
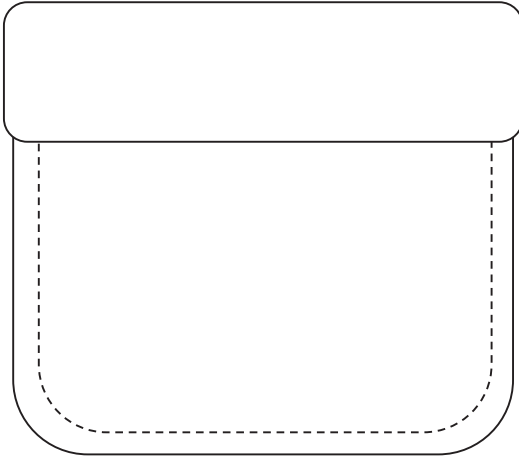
Lee's Pocket   **Pedro's Pocket**
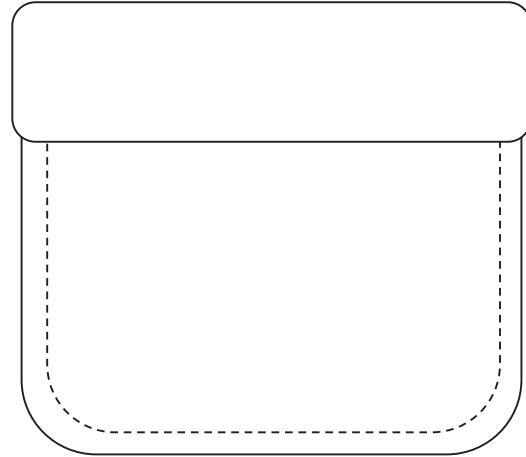
3. Bailey has 4 coins in her pocket, and Ingrid has 4 coins. Ingrid has more money than Bailey. Draw a picture to show the coins each girl might have.

Bailey's Pocket   **Ingrid's Pocket**

Lesson 22:   Identify varied coins by their image, name, or value. Add one cent to the value of any coin.

89
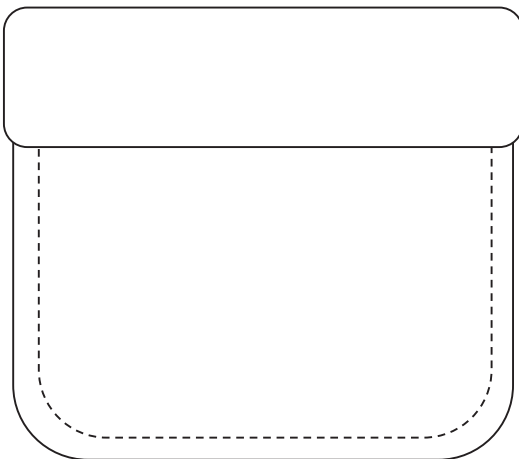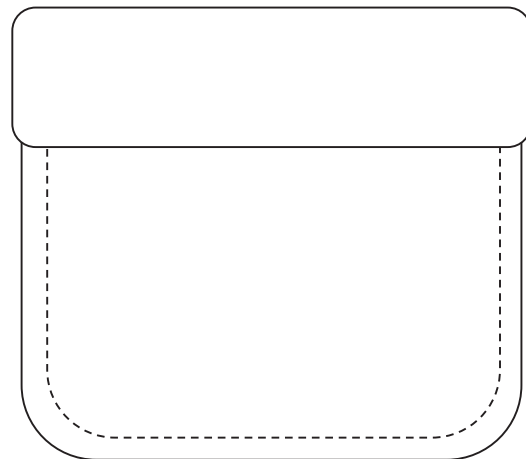
Name _____   Date _____

1. Add pennies to show the written amount.

a.		
8 cents		
b.		
30 cents		
c.		
10 cents		
d.		
18 cents		

2. Write the value of each group of coins.

a.

_____ cents

b.

_____ cents

c.

_____ cents

d.

_____ cents

e.

_____ cents

Name _____   Date _____

1. Add pennies to show the written amount.

a.		
15 cents		
b.		
28 cents		
c.		
22 cents		
d.		
32 cents		

2. Write the value of each group of coins.

a.

_____ cents

b.

_____ cents

c.

_____ cents

d.

_____ cents

e.

_____ cents

Name _____ Date _____

1. Find the value of each set of coins. Complete the place value chart to match. Write an addition sentence to add the value of the dimes and the value of the pennies.

a.

tens	ones

_____

b.

tens	ones

_____

c.

tens	ones

_____

EUREKA MATH

Lesson 24: Use dimes and pennies as representations of numbers to 120.

94

2. Check the set that shows the correct amount. Fill in the place value chart to match.

a. 80 cents

tens	ones

b. 100 cents

tens	ones

3. Draw 58 cents using dimes and pennies. Fill in the place value chart.

tens	ones

Name _____   Date _____

1. Find the value of each set of coins. Complete the place value chart.
    Write an addition sentence to add the value of the dimes and the value of the
    pennies.

a.

tens	ones

_____

b.

tens	ones

_____

c.

tens	ones

_____

EUREKA MATH™

Lesson 24:   Use dimes and pennies as representations of numbers to 120.

96
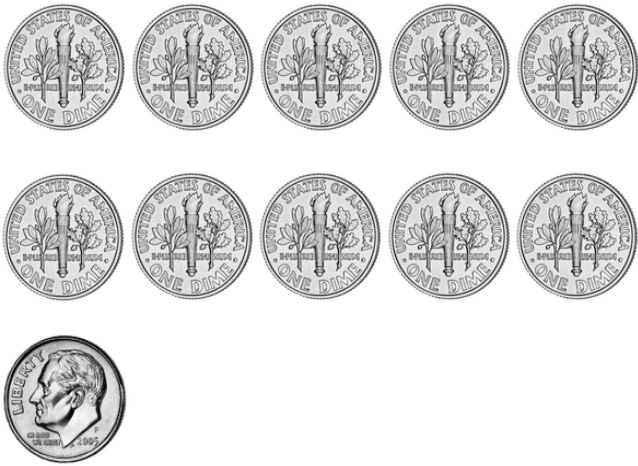
2. Check the set that shows the correct amount. Fill in the place value chart to match.

110 cents

tens	ones

3. a. Draw 79 cents using dimes and pennies. Fill in the place value chart to match.

tens	ones

   b. Draw 118 cents using dimes and pennies. Fill in the place value chart to match.

tens	ones

Name _____   Date _____

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

Sample Tape Diagram
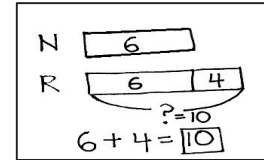
1. Kiana wrote 3 poems. She wrote 7 fewer than her sister Emi. How many poems did Emi write?

2. Maria used 14 beads to make a bracelet. Maria used 4 more beads than Kim. How many beads did Kim use to make her bracelet?

3. Peter drew 19 rocket ships. Rose drew 5 fewer rocket ships than Peter. How many rocket ships did Rose draw?

4. During the summer, Ben watched 9 movies. Lee watched 4 more movies than Ben.
   How many movies did Lee watch?

_____

5. Anton's family packed 10 suitcases for vacation. Anton's family packed 3 more
   suitcases than Fatima's family. How many suitcases did Fatima's family pack?

_____

6. Willie painted 9 fewer pictures than Julio. Julio painted 16 pictures. How many
   pictures did Willie paint?

EUREKA
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Lesson 25:   Solve compare with bigger or smaller unknown problem types.

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Name _____   Date _____

Sample Tape Diagram

Read the word problem.
Draw a tape diagram or double tape diagram and label.
Write a number sentence and a statement that matches the story.
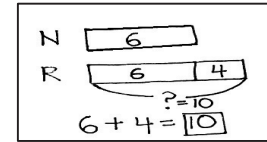
1. Julio listened to 7 songs on the radio. Lee listened to 3 more songs than Julio. How many songs did Lee listen to?

_____

2. Shanika caught 14 ladybugs. She caught 4 more ladybugs than Willie. How many ladybugs did Willie catch?

_____

3. Rose packed 3 more boxes than her sister to move to their new house. Her sister packed 11 boxes. How many boxes did Rose pack?

_____

EUREKA MATH™

Lesson 25:   Solve compare with bigger or smaller unknown problem types.

100

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4. Tamra decorated 13 cookies. Tamra decorated 2 fewer cookies than Emi.
    How many cookies did Emi decorate?

---

5. Rose's brother hit 12 tennis balls. Rose hit 6 fewer tennis balls than her brother.
    How many tennis balls did Rose hit?

---

6. With his camera, Darnel took 5 more pictures than Kiana. He took 13 pictures.
   How many pictures did Kiana take?

Name _____   Date _____

Sample Tape Diagram

Read the word problem.

Draw a tape diagram or double tape diagram and label.

Write a number sentence and a statement that matches the story.
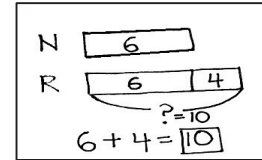
1. Tony is reading a book with 16 pages. Maria is reading a book that has 10 pages. How much longer is Tony's book than Maria's book?

2. Shanika built a block tower using 14 blocks. Tamra built a tower by using 5 more blocks than Shanika. How many blocks did Tamra use to build her tower?

3. Darnel walked 10 minutes to get to Kiana's house. The next day, Kiana took a shortcut and walked to Darnel's house in 8 minutes. How much shorter in time was Kiana's walk?

4. Lee read 16 pages in a book. Kim read 4 fewer pages in her book. How many pages did Kim read?

---

5. Nikil's soccer team has 13 players. Nikil has 4 fewer players on his team than Rose's team. How many players are on Rose's team?

---

6. After dinner, Darnel washed 15 spoons. He washed 9 more spoons than forks. How many forks did Darnel wash?

EUREKA MATH™

Name _____   Date _____

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

Sample tape diagram
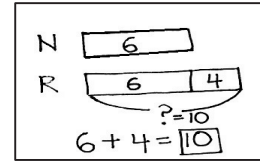
1. Fatima walks 15 blocks home from school. Ben walks 8 blocks. How much longer is Fatima's walk home from school than Ben's?

_____

2. Maria bought a basket with 13 strawberries in it. Darnel bought a basket with 4 more strawberries than Maria. How many strawberries did Darnel's basket have in it?

_____

3. Tamra has 5 books checked out from the library. Kim has 11 books checked out from the library. How many fewer books does Tamra have checked out than Kim?

Name _____ Date _____

Sample Tape Diagram
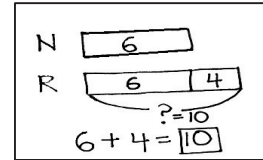
Read the word problem.
Draw a tape diagram or double tape diagram and label.
Write a number sentence and a statement that matches the story.

1. Nine letters came in the mail on Monday. Some more letters were delivered on Tuesday. Then, there were 13 letters. How many letters were delivered on Tuesday?

2. Ben and Tamra found a total of 18 seeds in their watermelon slices. Ben found 7 seeds in his slice. How many seeds did Tamra find?

3. Some children were playing on the playground. Eight children came to join, and now there are 14 children. How many children were on the playground in the beginning?

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Lesson 27:   Share and critique peer strategies for solving problems of varied types.

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4. Willie walked for 7 minutes. Peter walked for 14 minutes. How much shorter in time was Willie's walk?

_____

5. Emi saw 12 ants walking in a row. Fran saw 6 more ants than Emi. How many ants did Fran see?

_____

6. Shanika has 13 cents in her front pocket. She has 8 fewer cents in her back pocket. How many cents does Shanika have in her back pocket?

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Name _____   Date _____

Read the word problem.
Draw a tape diagram or double tape diagram and label.
Write a number sentence and a statement that matches the story.
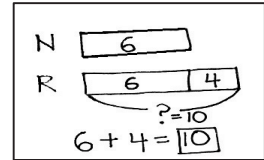
1. Eight students lined up to go to art. Some more lined up to go to music. Then, there were 12 students in line. How many students lined up to go to music?

_____

2. Peter rode his bike 5 blocks. Rose rode her bike 13 blocks. How much shorter was Peter's ride?

_____
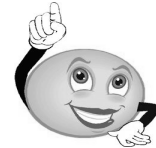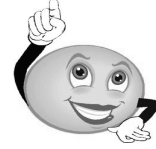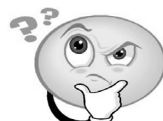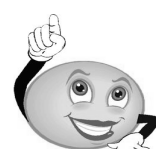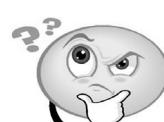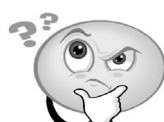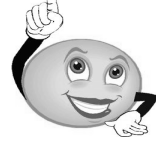
3. Lee and Anton collected 16 leaves on their walk. Nine of the leaves were Lee's. How many leaves were Anton's?

4. The team counted 11 soccer balls inside the net. They counted 5 fewer soccer balls outside of the net. How many soccer balls were outside of the net?

_____

5. Julio saw 14 cars drive by his house. Julio saw 6 more cars than Shanika. How many cars did Shanika see?

_____

6. Some students were eating lunch. Four students joined them. Now, there are 17 students eating lunch. How many students were eating lunch in the beginning?

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Lesson 27:   Share and critique peer strategies for solving problems of varied types.

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Name _____ Date _____

1. Circle the smiley face that shows your level of fluency for each activity.

Activity	I still need some practice.	I can complete, but I still have some questions.	I am fluent.
a.			
b.			
c.			
d.			
e.			
f.			

2. Which activity helped you the most in becoming fluent with your facts to 10?

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Lesson 28: Celebrate progress in fluency with adding and subtracting within 10 (and 20). Organize engaging summer practice.

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Name _____ Date _____

1. Teach a family member some of our counting activities. Check all the activities you do together.

   ☐ Happy Count by ones.
   ☐ Happy Count by tens.
   ☐ Count by ones the Say Ten Way.
   ☐ Count by tens the Say Ten Way. First, start at 0; then, start at 7.
   ☐ Movement counting—count while doing squats, arm rolls, jumping jacks, etc.

2. Write the numbers from 91 to 120:

91		93							

			105						

								119	

3. Count backward by tens from 97 to 7.

   97, _____, 77, _____, _____, _____, _____, _____, _____, _____.

4. On the back of your paper, write as many sums and differences within 20 as you can. Circle the ones that were hard for you at the beginning of the year!

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Lesson 28: Celebrate progress in fluency with adding and subtracting within 10 (and 20). Organize engaging summer practice.

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Name _____   Date _____

Complete a math activity each day. Color the box for each day you do the suggested activity.

Summer Math Review: Weeks 1–5

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Count from 87 to 120 and back.	Play Addition with Cards.	Use your tangram pieces to make a Fourth of July picture.	Use quick tens and ones to draw 76.	Complete a Sprint.
Week 2	Do counting squats. Count from 45 to 60 and back the Say Ten Way.	Play Subtraction with Cards.	Make a graph of the types of fruits in your kitchen. What did you find out from your graph?	Solve 36 + 57. Draw a picture to show your thinking.	Complete a Sprint.
Week 3	Write numbers from 37 to as high as you can in one minute, while whisper-counting the Say Ten Way.	Play Target Practice or Shake Those Disks for 9 and 10.	Measure a table with spoons and then with forks. Which did you need more of? Why?	Use real coins or draw coins to show as many ways to make 25 cents as you can.	Complete a Sprint.
Week 4	Do jumping jacks as you count up by tens to 120 and back down to 0.	Play Race and Roll Addition or Addition with Cards.	Go on a shape scavenger hunt. Find as many rectangles or rectangular prisms as you can.	Use quick tens and ones to draw 45 and 54. Circle the greater number.	Complete a Sprint.
Week 5	Write the numbers from 75 to 120.	Play Race and Roll Subtraction or Subtraction with Cards.	Measure the route from your bathroom to your bedroom. Walk heel to toe, and count your steps.	Add 5 tens to 23. Add 2. What number did you find?	Complete a Sprint.

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Lesson 30:   Create folder covers for work to be taken home illustrating the year's learning.

Name _____   Date _____

Complete a math activity each day. Color the box for each day you do the suggested activity.

Summer Math Review: Weeks 6–10

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 6	Count by ones from 112 to 82. Then, count from 82 to 112.	Play Missing Part for 7.	Write a story problem for 9 + 4.	Solve 64 + 38. Draw a picture to show your thinking.	Complete a Core Fluency Practice Set.
Week 7	Do counting squats. Count down from 99 to 75 and back up the Say Ten Way.	Play Race and Roll Addition or Addition with Cards.	Graph the colors of all your pants. What did you find out from your graph?	Draw 14 cents with dimes and pennies. Draw 10 more cents. What coins did you use?	Complete a Core Fluency Practice Set.
Week 8	Write the numbers from 116 to as low as you can in one minute.	Play Missing Part for 8.	Write a story problem for 7 + ___ = 12.	Use quick tens and ones to draw 76. Draw dimes and pennies to show 59 cents.	Complete a Core Fluency Practice Set.
Week 9	Do jumping jacks as you count up by tens from 9 to 119 and back down to 9.	Play Race and Roll Subtraction or Subtraction with Cards.	Go on a shape scavenger hunt. Find as many circles or spheres as you can.	Use quick tens and ones to draw 89 and 84. Circle the number that is less.	Complete a Core Fluency Practice Set.
Week 10	Write numbers from 82 to as high as you can in one minute, while whisper counting the Say Ten Way.	Play Target Practice or Shake Those Disks for 6 and 7.	Measure the steps from your bedroom to the kitchen, walking heel to toe, and then have a family member do the same thing. Compare.	Solve 47 + 24. Draw a picture to show your thinking.	Complete a Core Fluency Practice Set.

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Lesson 30:   Create folder covers for work to be taken home illustrating the year's learning.

112

Addition (or Subtraction) with Cards

Materials: 2 sets of numeral cards 0–10

- Shuffle the cards, and place them face down between the two players.
- Each partner flips over two cards and adds them together or subtracts the smaller number from the larger one.
- The partner with the largest sum or smallest difference keeps the cards played by both players in that round.
- If the sums or differences are equal, the cards are set aside, and the winner of the next round keeps the cards from both rounds.
- When all the cards have been used, the player with the most cards wins.

Sprint

Materials: Sprint (Sides A and B)

- Do as many problems on Side A as you can in one minute. Then, try to see if you can improve your score by answering even more of the problems on Side B in a minute.

Target Practice

Materials: 1 die

- Choose a target number to practice (e.g., 10).
- Roll the die, and say the other number needed to hit the target. For example, if you roll 6, say 4, because 6 and 4 make ten.

Shake Those Disks

Materials: Pennies

The amount of pennies needed depends on the number being practiced. For example, if students are practicing sums for 10, they need 10 pennies.

- Shake your pennies, and drop them on the table.
- Say two addition sentences that add together the heads and tails. (For example, if they see 7 heads and 3 tails, they would say 7 + 3 = 10 and 3 + 7 = 10.)
- Challenge: Say four addition sentences instead of two. (For example, 10 = 7 + 3, 10 = 3 + 7, 7 + 3 = 10, and 3 + 7 = 10.)

Lesson 30:   Create folder covers for work to be taken home illustrating the year's learning.

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Race and Roll Addition (or Subtraction)

Materials: 1 die

Addition

- Both players start at 0.
- They each roll a die and then say a number sentence adding the number rolled to their total. (For example, if a player's first roll is 5, the player says 0 + 5 = 5.)
- They continue rapidly rolling and saying number sentences until someone gets to 20 without going over. (For example, if a player is at 18 and rolls 5, the player would continue rolling until she gets a 2.)
- The first player to 20 wins.

Subtraction

- Both players start at 20.
- They each roll a die and then say a number sentence subtracting the number rolled from their total. (For example, if a player's first roll is 5, the player says 20 – 5 = 15.)
- They continue rapidly rolling and saying number sentences until someone gets to 0 without going over. (For example, if a player is at 5 and rolls 6, the player would continue rolling until she gets a 5.)
- The first player to 0 wins.

Lesson 30:   Create folder covers for work to be taken home illustrating the year's learning.

114

Cut Out Packet

0	1	2	3
4	5	6	7
8	9	10	5
=	+	+	−

numeral cards

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Lesson 3:   Use the place value chart to record and name tens and ones within a two-digit number up to 100.

1

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1 0	2 0
3 0	4 0
5 0	6 0
7 0	8 0

Hide Zero cards, numeral side. Copy double-sided, and replace the cards from Module 4.

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Lesson 3:   Use the place value chart to record and name tens and ones within a two-digit number up to 100.

2

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Hide Zero cards, quick tens side. Copy double-sided, and replace the cards from Module 4.

EUREKA MATH

Lesson 3: Use the place value chart to record and name tens and ones within a two-digit number up to 100.

3

9 0

1 0 0

Hide Zero cards, numeral side. Copy double-sided, and replace the cards from Module 4.

Lesson 3:   Use the place value chart to record and name tens and ones within a two-digit number up to 100.

4

Hide Zero cards, quick tens side. Copy double-sided, and replace the cards from Module 4.

Lesson 3:   Use the place value chart to record and name tens and ones within a two-digit number up to 100.

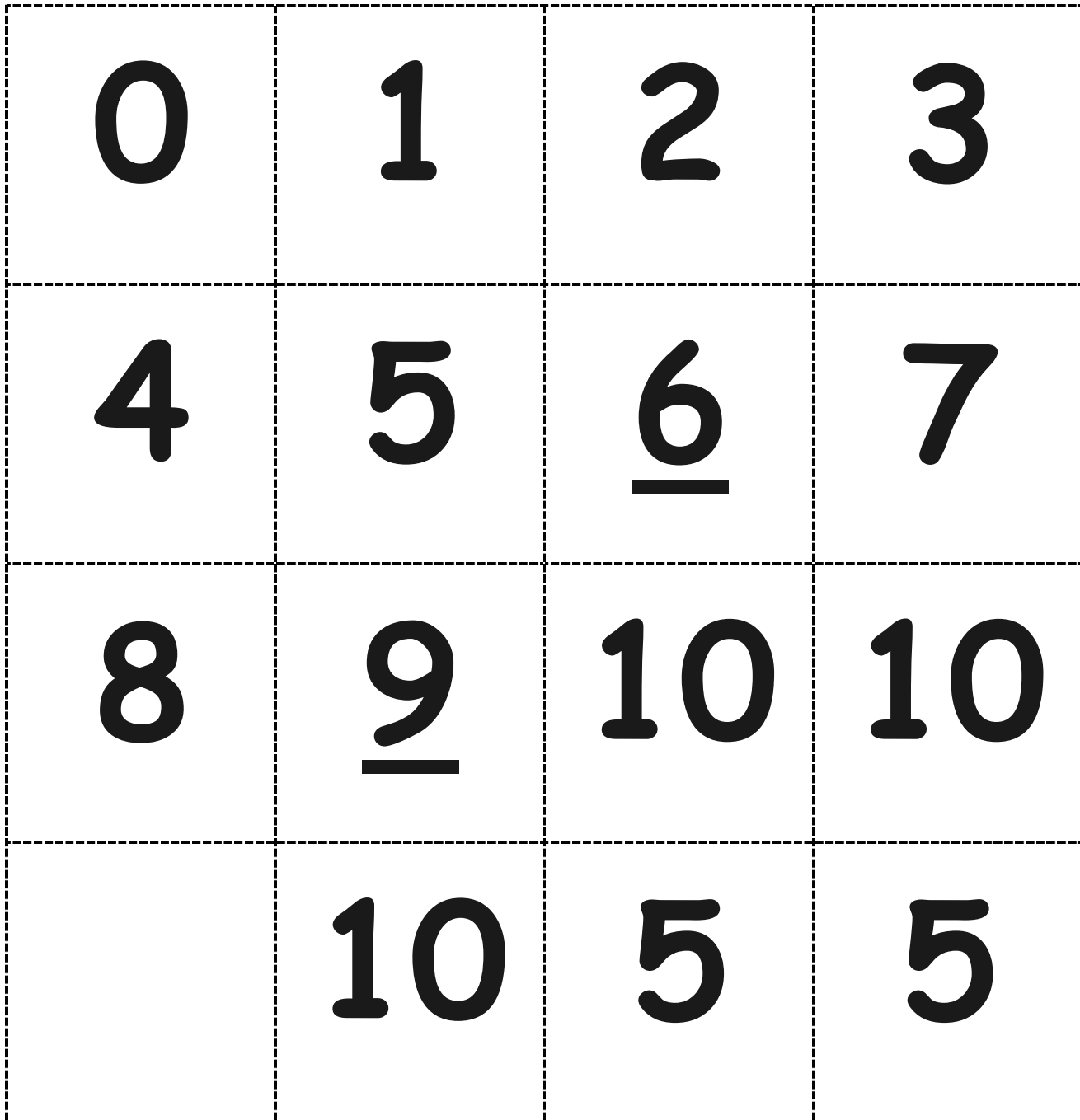| >	<	=	<
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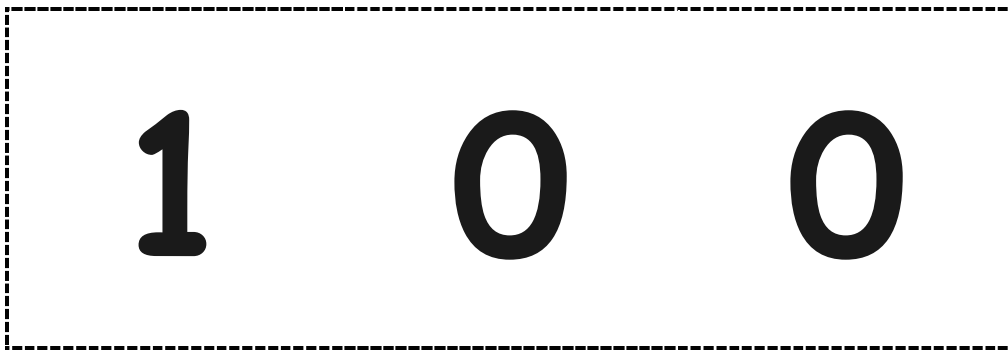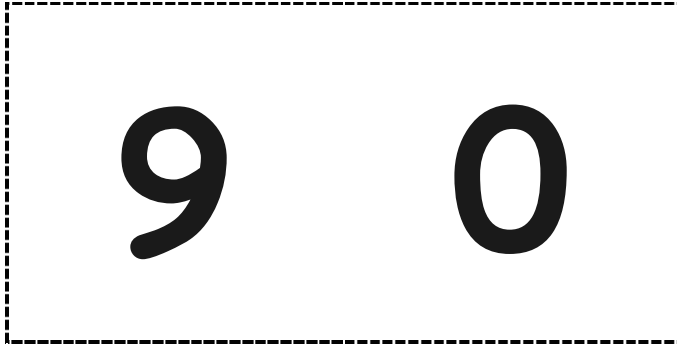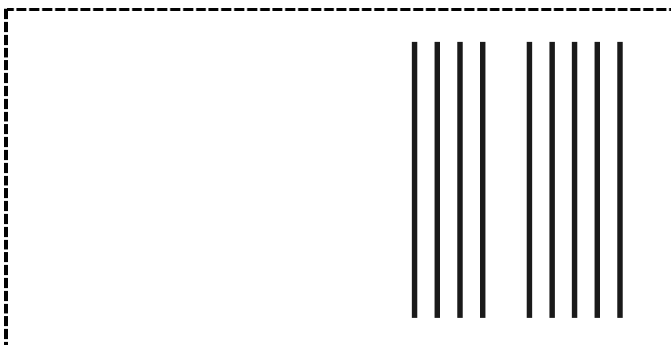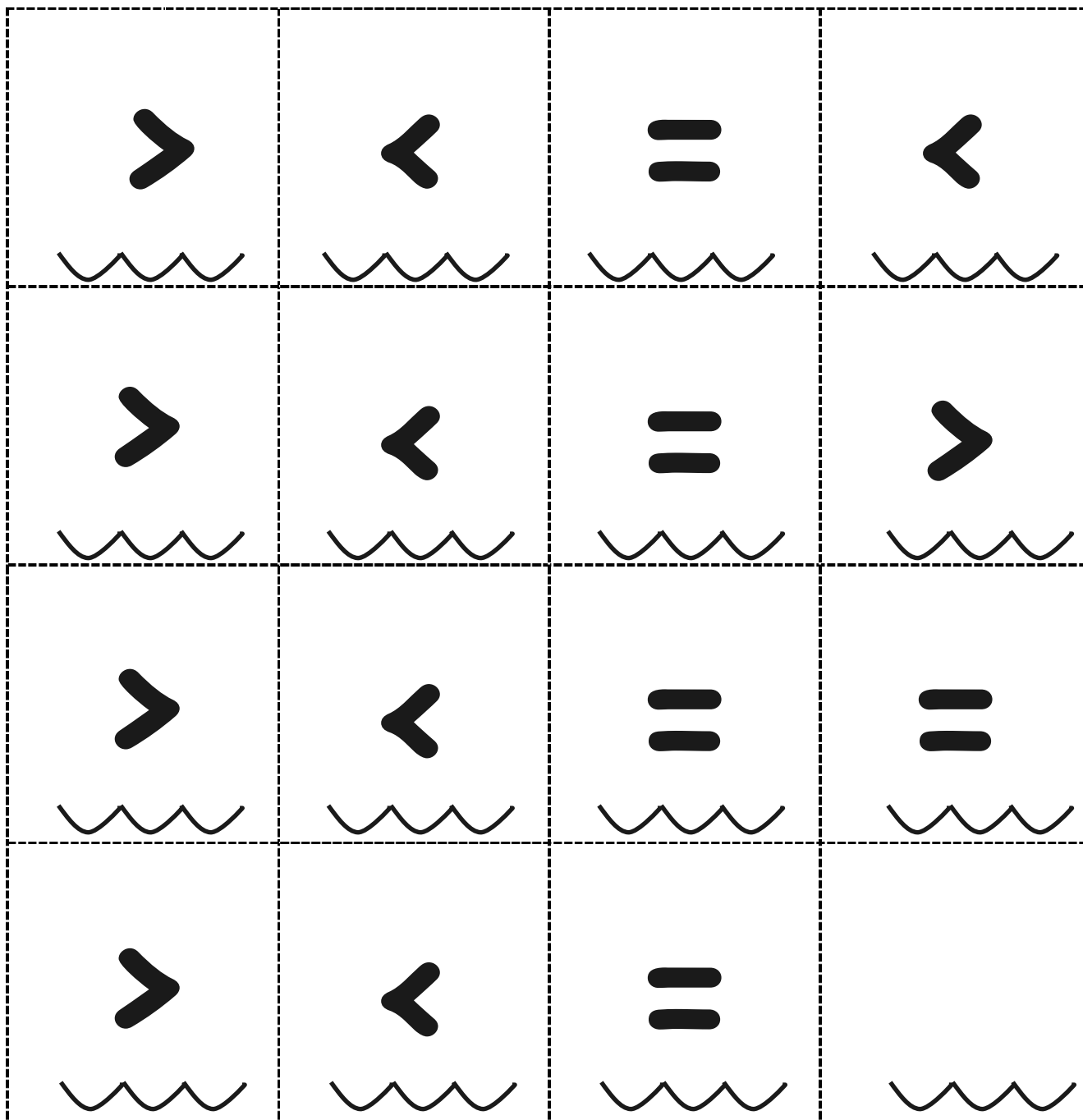
comparison cards, page 1. Print double-sided on cardstock. Distribute each of the three cards to students.

less than	equal to	less than	greater than
greater than	equal to	less than	greater than
equal to	equal to	less than	greater than
	equal to	less than	greater than

comparison cards, page 2. Print double-sided on cardstock. Distribute each of the three cards to students.

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Lesson 6: Use the symbols >, =, and < to compare quantities and numerals to 100.

7

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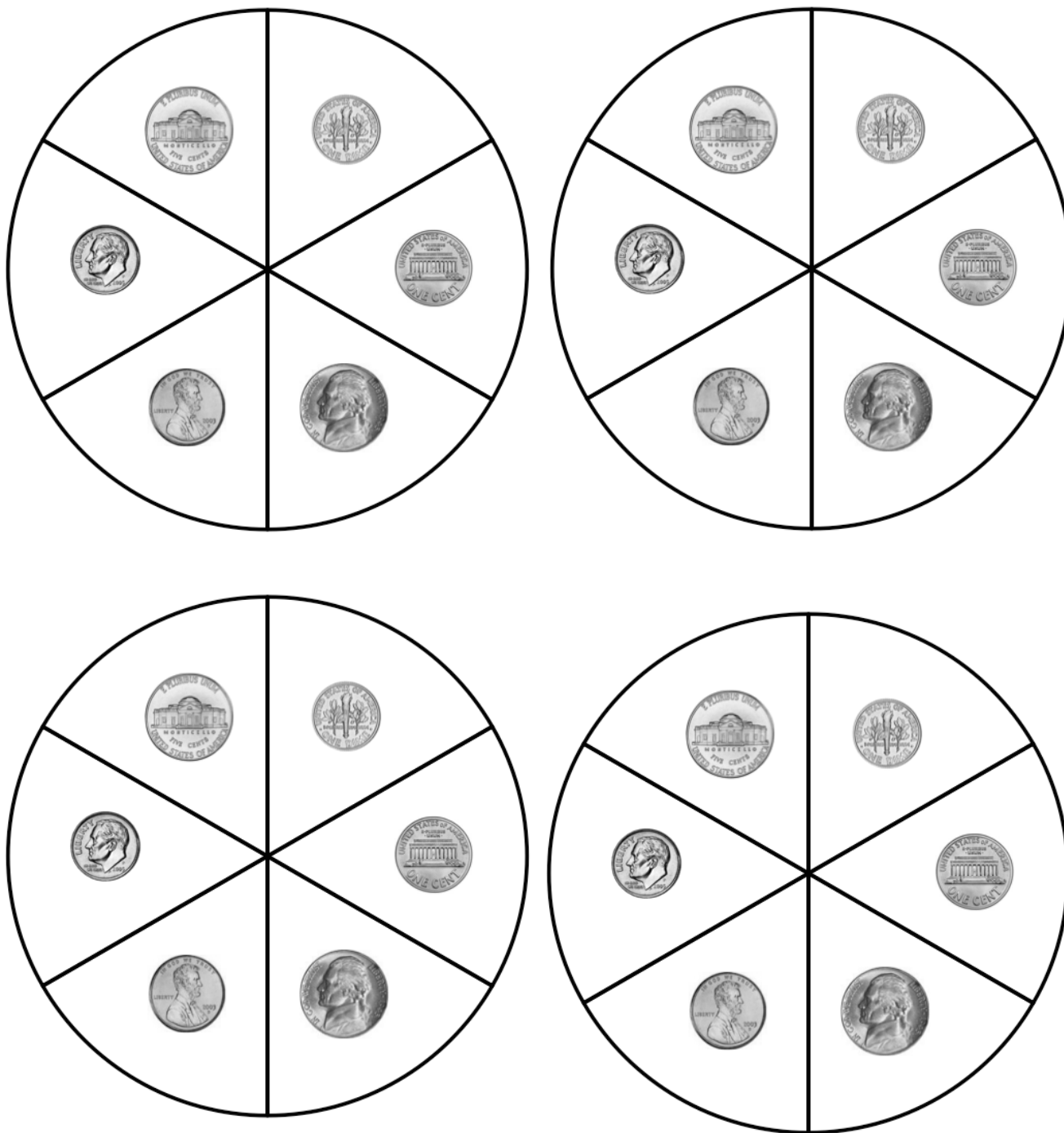
spinner: each group or set of partners needs 1 circle from this page. see image for use with pencil and paper clip.

Lesson 20:   Identify pennies, nickels, and dimes by their image, name, or value.
Decompose the values of nickels and dimes using pennies and nickels.

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8

0	1	2	3
4	5	6	7
8	9	10	10
	10	5	5

numeral cards

Lesson 28: Celebrate progress in fluency with adding and subtracting within 10 (and 20). Organize engaging summer practice.

9

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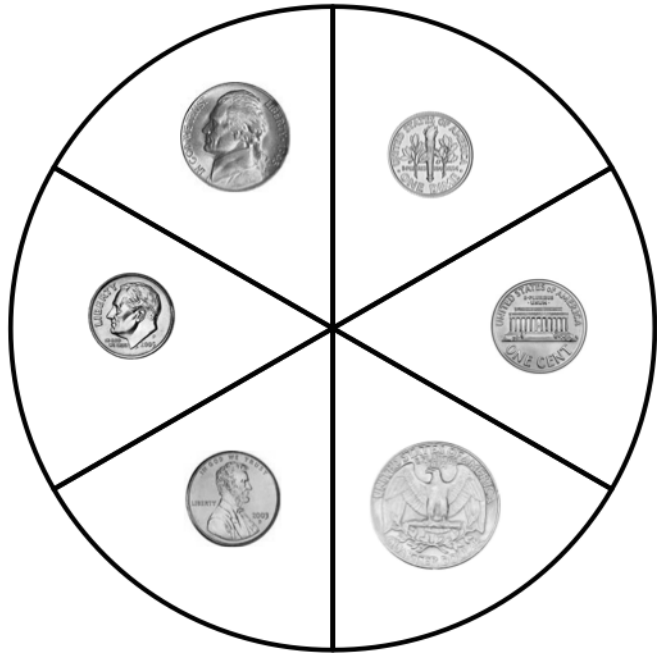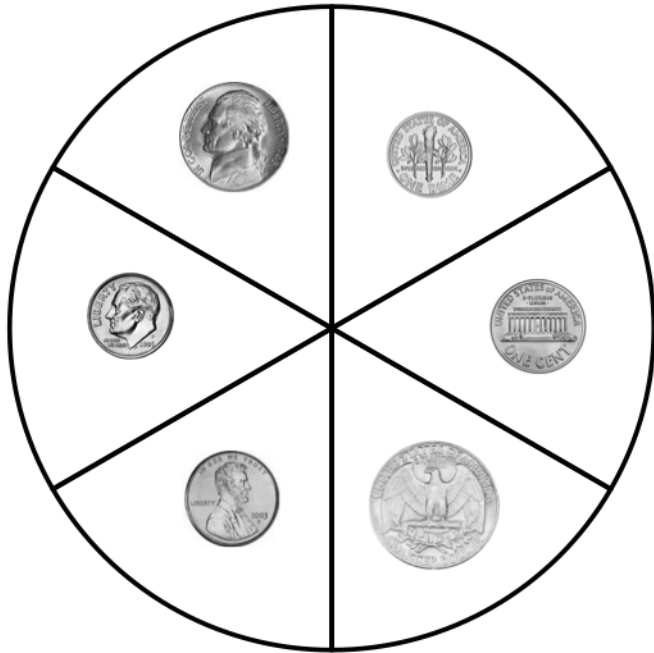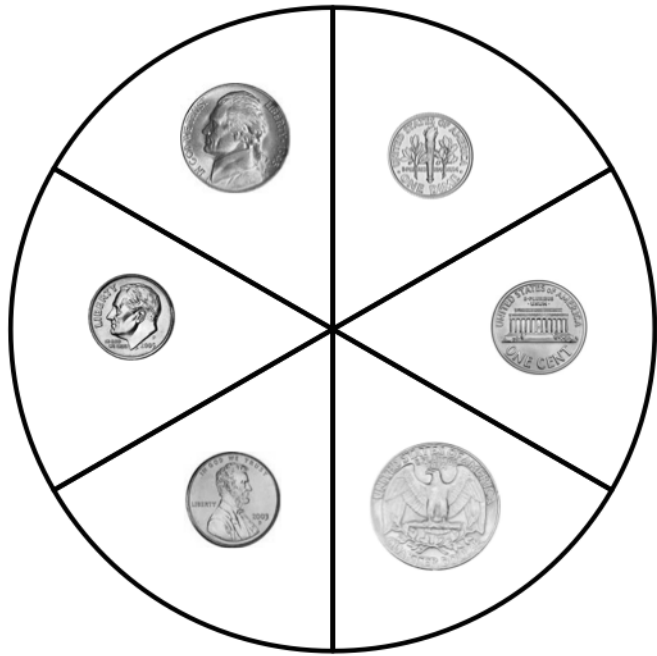
coin spinner with quarter

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Lesson 22: Identify varied coins by their image, name, or value. Add one cent to the value of any coin.

10

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