Succeed

# Eureka Math®

## Grade 1
## Modules 4–6

**Published by Great Minds®.**

Copyright © 2018 Great Minds®.

Printed in the U.S.A.
This book may be purchased from the publisher at eureka-math.org.
CMP 10 9 8 7 6 5 4 3 2

ISBN 978-1-64054-082-8

G1-M4-M6-S-06.2018

# Learn • Practice • Succeed

*Eureka Math*® student materials for *A Story of Units*® (K–5) are available in the *Learn, Practice, Succeed* trio. This series supports differentiation and remediation while keeping student materials organized and accessible. Educators will find that the *Learn, Practice,* and *Succeed* series also offers coherent—and therefore, more effective—resources for Response to Intervention (RTI), extra practice, and summer learning.

## Learn

*Eureka Math Learn* serves as a student's in-class companion where they show their thinking, share what they know, and watch their knowledge build every day. *Learn* assembles the daily classwork—Application Problems, Exit Tickets, Problem Sets, templates—in an easily stored and navigated volume.

## Practice

Each *Eureka Math* lesson begins with a series of energetic, joyous fluency activities, including those found in *Eureka Math Practice.* Students who are fluent in their math facts can master more material more deeply. With *Practice,* students build competence in newly acquired skills and reinforce previous learning in preparation for the next lesson.

Together, *Learn* and *Practice* provide all the print materials students will use for their core math instruction.

## Succeed

*Eureka Math Succeed* enables students to work individually toward mastery. These additional problem sets align lesson by lesson with classroom instruction, making them ideal for use as homework or extra practice. Each problem set is accompanied by a Homework Helper, a set of worked examples that illustrate how to solve similar problems.

Teachers and tutors can use *Succeed* books from prior grade levels as curriculum-consistent tools for filling gaps in foundational knowledge. Students will thrive and progress more quickly as familiar models facilitate connections to their current grade-level content.

EUREKA MATH®

# Students, families, and educators:

Thank you for being part of the *Eureka Math*® community, where we celebrate the joy, wonder, and thrill of mathematics.

Nothing beats the satisfaction of success—the more competent students become, the greater their motivation and engagement. The *Eureka Math Succeed* book provides the guidance and extra practice students need to shore up foundational knowledge and build mastery with new material.

## *What is in the* Succeed *book?*

*Eureka Math Succeed* books deliver supported practice sets that parallel the lessons of *A Story of Units*®. Each *Succeed* lesson begins with a set of worked examples, called *Homework Helpers*, that illustrate the modeling and reasoning the curriculum uses to build understanding. Next, students receive scaffolded practice through a series of problems carefully sequenced to begin from a place of confidence and add incremental complexity.

## *How should* Succeed *be used?*

The collection of *Succeed* books can be used as differentiated instruction, practice, homework, or intervention. When coupled with *Affirm*®, *Eureka Math*'s digital assessment system, *Succeed* lessons enable educators to give targeted practice and to assess student progress. *Succeed*'s perfect alignment with the mathematical models and language used across *A Story of Units* ensures that students feel the connections and relevance to their daily instruction, whether they are working on foundational skills or getting extra practice on the current topic.

## *Where can I learn more about* Eureka Math *resources?*

The Great Minds® team is committed to supporting students, families, and educators with an ever-growing library of resources, available at eureka-math.org. The website also offers inspiring stories of success in the *Eureka Math* community. Share your insights and accomplishments with fellow users by becoming a *Eureka Math* Champion.

Best wishes for a year filled with Eureka moments!

Jill Diniz
Director of Mathematics
Great Minds

# Contents

## Module 4: Place Value, Comparison, Addition and Subtraction to 40

**Topic A: Tens and Ones**

Lesson 1 . . . . 3
Lesson 2 . . . . 7
Lesson 3 . . . . 11
Lesson 4 . . . . 15
Lesson 5 . . . . 19
Lesson 6 . . . . 23

**Topic B: Comparison of Pairs of Two-Digit Numbers**

Lesson 7 . . . . 27
Lesson 8 . . . . 33
Lesson 9 . . . . 37
Lesson 10 . . . . 41

**Topic C: Addition and Subtraction of Tens**

Lesson 11 . . . . 45
Lesson 12 . . . . 49

**Topic D: Addition of Tens or Ones to a Two-Digit Number**

Lesson 13 . . . . 53
Lesson 14 . . . . 57
Lesson 15 . . . . 61
Lesson 16 . . . . 65
Lesson 17 . . . . 69
Lesson 18 . . . . 73

**Topic E: Varied Problem Types Within 20**

Lesson 19 . . . . 77
Lesson 20 . . . . 81
Lesson 21 . . . . 85
Lesson 22 . . . . 89

© 2018 Great Minds® eureka-math.org

### Topic F: Addition of Tens and Ones to a Two-Digit Number

Lesson 23 . . . . . 93
Lesson 24 . . . . . 97
Lesson 25 . . . . . 101
Lesson 26 . . . . . 105
Lesson 27 . . . . . 109
Lesson 28 . . . . . 113
Lesson 29 . . . . . 117

## Module 5: Identifying, Composing, and Partitioning Shapes

### Topic A: Attributes of Shapes

Lesson 1 . . . . . 123
Lesson 2 . . . . . 129
Lesson 3 . . . . . 133

### Topic B: Part–Whole Relationships Within Composite Shapes

Lesson 4 . . . . . 137
Lesson 5 . . . . . 141
Lesson 6 . . . . . 147

### Topic C: Halves and Quarters of Rectangles and Circles

Lesson 7 . . . . . 151
Lesson 8 . . . . . 155
Lesson 9 . . . . . 159

### Topic D: Application of Halves to Tell Time

Lesson 10 . . . . . 163
Lesson 11 . . . . . 167
Lesson 12 . . . . . 171
Lesson 13 . . . . . 175

## Module 6: Place Value, Comparison, Addition and Subtraction to 100

### Topic A: Comparison Word Problems

Lesson 1 . . . . . 181
Lesson 2 . . . . . 185


© 2018 Great Minds® eureka-math.org

**Topic B: Numbers to 120**

Lesson 3 . . . . . 189
Lesson 4 . . . . . 193
Lesson 5 . . . . . 197
Lesson 6 . . . . . 201
Lesson 7 . . . . . 205
Lesson 8 . . . . . 209
Lesson 9 . . . . . 213

**Topic C: Addition to 100 Using Place Value Understanding**

Lesson 10 . . . . . 217
Lesson 11 . . . . . 221
Lesson 12 . . . . . 225
Lesson 13 . . . . . 229
Lesson 14 . . . . . 233
Lesson 15 . . . . . 237
Lesson 16 . . . . . 241
Lesson 17 . . . . . 245

**Topic D: Varied Place Value Strategies for Addition to 100**

Lesson 18 . . . . . 249
Lesson 19 . . . . . 253

**Topic E: Coins and Their Values**

Lesson 20 . . . . . 257
Lesson 21 . . . . . 261
Lesson 22 . . . . . 265
Lesson 23 . . . . . 269
Lesson 24 . . . . . 273

**Topic F: Varied Problem Types Within 20**

Lesson 25 . . . . . 277
Lesson 26 . . . . . 281
Lesson 27 . . . . . 285

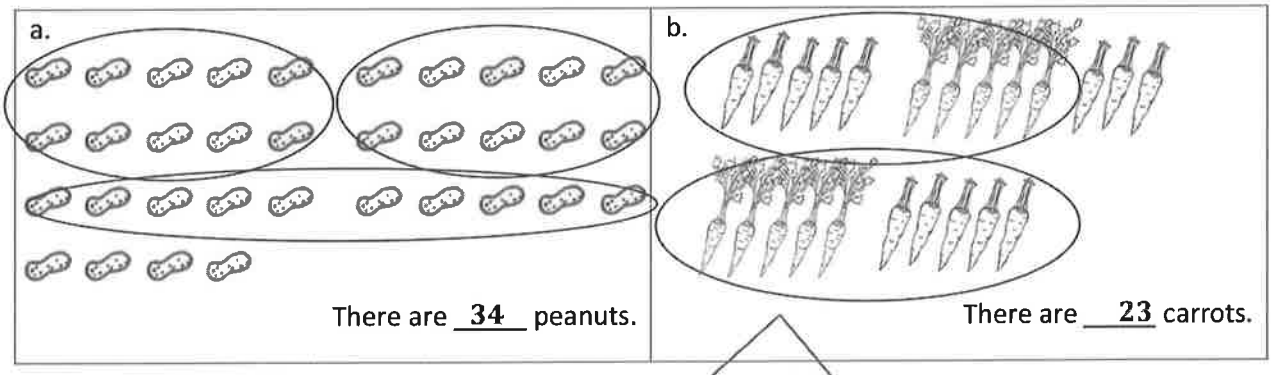
**Topic G: Culminating Experiences**

Lesson 28 . . . . . 289
Lesson 29 . . . . . 293
Lesson 30 . . . . . 295

© 2018 Great Minds® eureka-math.org

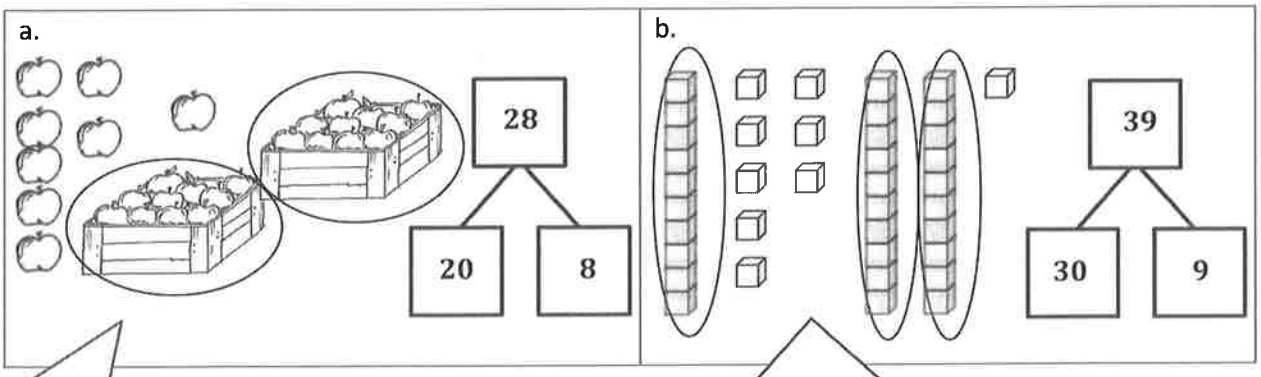
# Grade 1
# Module 4

1. Circle groups of 10. Write the number to show the total amount of objects.




I circle groups of ten. I count the tens first and then the ones. 2 tens 3 ones is 23.

2. Make a number bond to show tens and ones. Circle tens to help. Write the number to show the total amount of objects.




I think 10, 20, and 8 is 28.

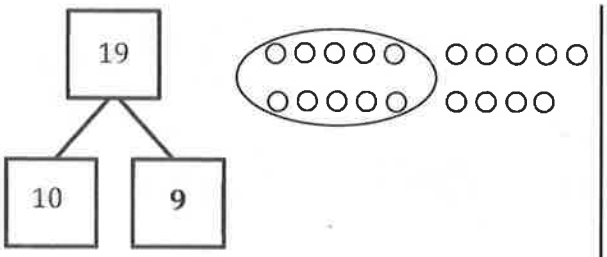
When I count with ten-sticks, it's much quicker to count. 10, 20, 30, 31, 32, 33, …, 39.



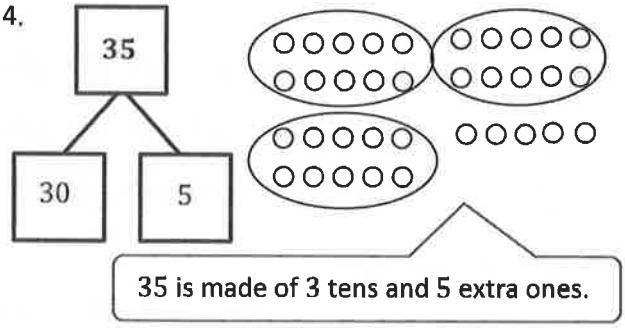
© 2018 Great Minds®. eureka-math.org

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

3.




4.





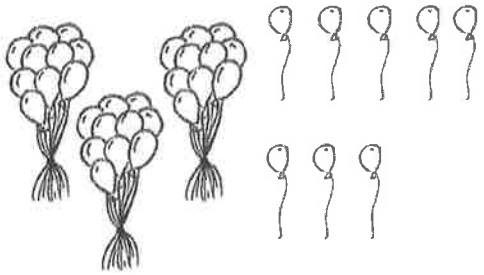

© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

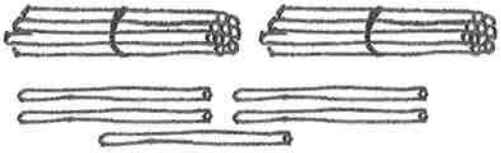
Circle groups of 10. Write the number to show the total amount of objects.

1.

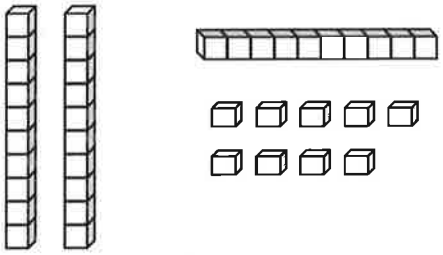
There are _____ marbles.

2. 

There are _____ balloons.

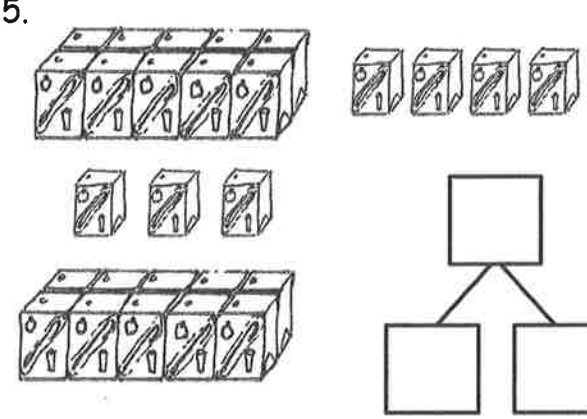
3. 

There are _____ straws.

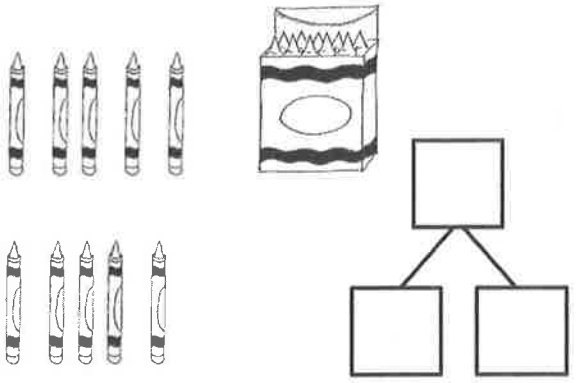
4. 

There are _____ cubes.

Make a number bond to show tens and ones. Circle tens to help. Write the number to show the total amount of objects.

5. 

There are _____ juice boxes.

6. 

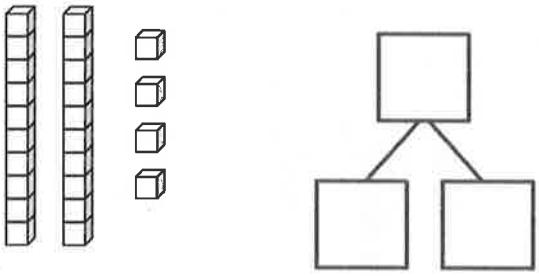
There are _____ crayons.



© 2018 Great Minds®. eureka-math.org

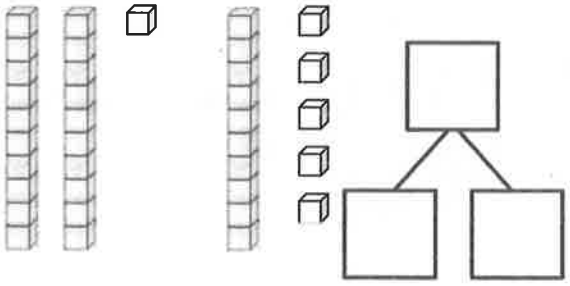
Make a number bond to show tens and ones. Circle tens to help. Write the number to show the total amount of objects.

7.



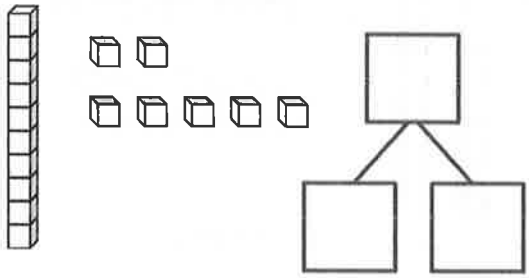
There are _____ cubes.

8.



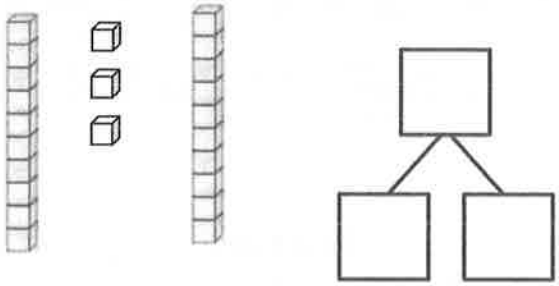
There are _____ cubes.

9.



There are _____ cubes.

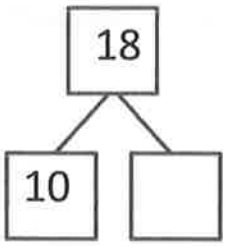
10.



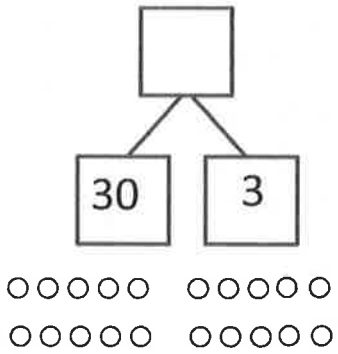
There are _____ cubes.

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

11.




12.

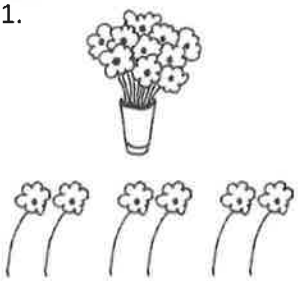





© 2018 Great Minds®. eureka-math.org

Write the tens and ones. Complete the statement.

1.



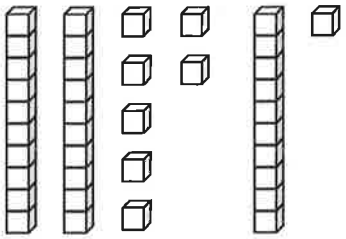
| tens | ones |
|---|---|
| 1 | 6 |

There are 16 flowers.

In the number 16, the 1 stands for 1 ten. The 6 stands for 6 ones.

Write the tens and ones. Complete the statement.

2.



| tens | ones |
|---|---|
| 3 | 8 |

There are 38 cubes.

38 can be separated into 2 parts: 30 and 8. I have 3 ten-sticks and 8 extra ones.

Write the missing numbers. Say them the regular way and the Say Ten way.

3.

| tens | ones |
|---|---|
| 2 | 7 |

27

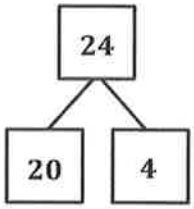
I look at the place value chart. 2 tens and 7 ones is 27. I can say it the Say Ten way: 2 tens 7.

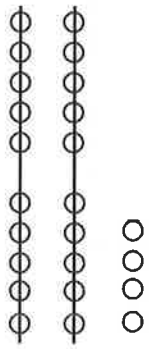


© 2018 Great Minds®. eureka-math.org

4. Choose a number less than 40. Make a math drawing to represent it. Fill in the number bond and place value chart.

| tens | ones |
|---|---|
| 2 | 4 |



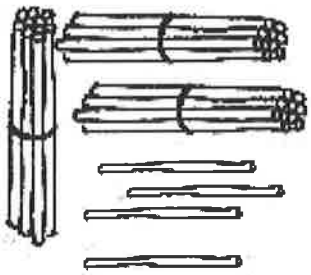
I can make a 5-group column drawing. I draw 2 tens and 4 ones. 24 is 20 and 4.



© 2018 Great Minds®. eureka-math.org

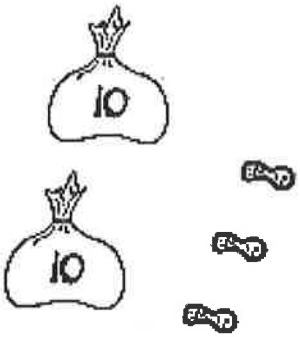
Name _____ Date _____

Write the tens and ones and complete the statement.

1. 

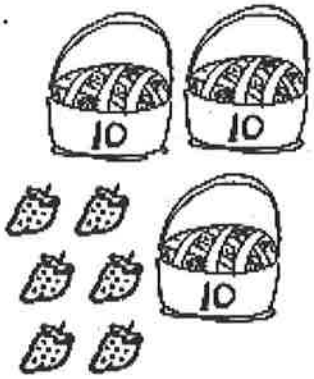
| tens | ones |
|---|---|
| | |

There are _____ straws.

2. 

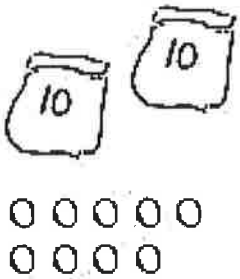

| tens | ones |
|---|---|
| | |

There are _____ peanuts.

3. 

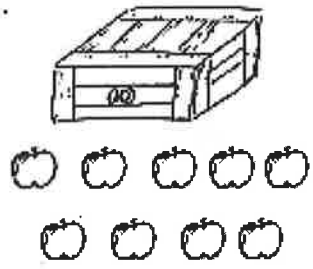

| tens | ones |
|---|---|
| | |

There are _____ strawberries.

4. 

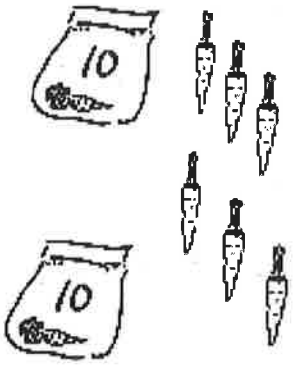

| tens | ones |
|---|---|
| | |

There are _____ beads.

5. 

| tens | ones |
|---|---|
| | |

There are _____ apples.

6. 

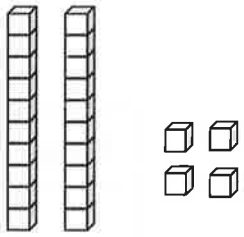

| tens | ones |
|---|---|
| | |

There are _____ carrots.



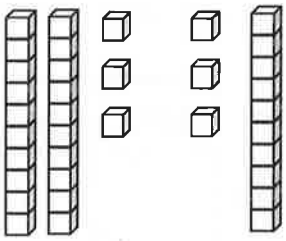
© 2018 Great Minds®. eureka-math.org

Write the tens and ones. Complete the statement.

7. 

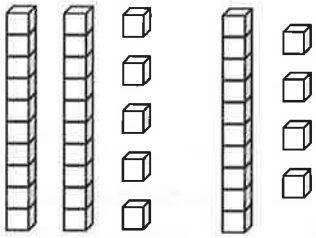
| tens | ones |
|---|---|
| | |

There are _____ cubes.

8. 

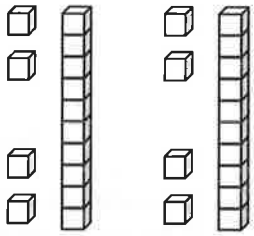
| tens | ones |
|---|---|
| | |

There are _____ cubes.

9. 

| tens | ones |
|---|---|
| | |

There are _____ cubes.

10. 

| tens | ones |
|---|---|
| | |

There are _____ cubes.

Write the missing numbers. Say them the regular way and the Say Ten way.

11.

| tens | ones |
|---|---|
| | |

➡ 23 _____

12.

| tens | ones |
|---|---|
| 3 | 2 |

➡ _____

13.

| tens | ones |
|---|---|
| 0 | 9 |

➡ _____

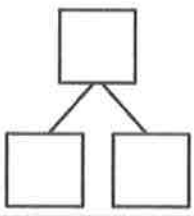
14.

| tens | ones |
|---|---|
| 4 | 0 |

➡ _____

15. Choose a number less than 40. Make a math drawing to represent it, and fill in the number bond and place value chart.

| tens | ones |
|---|---|
| | |

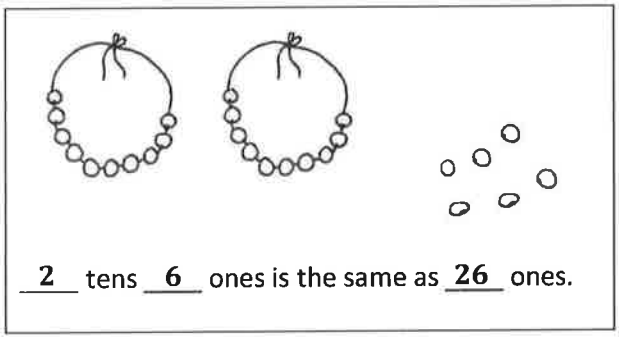




© 2018 Great Minds®. eureka-math.org

EUREKA MATH

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



2 tens 6 ones is the same as 26 ones.

I see 26 as 2 tens and 6 extra ones. I count by tens first. 10, 20, and 6 ones is 26.

Fill in the missing numbers.

The number 27 doesn't have 7 ones. It has 27 ones!

2. 27 → | tens | ones | → 27 ones

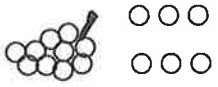
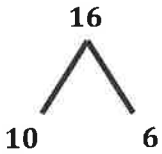
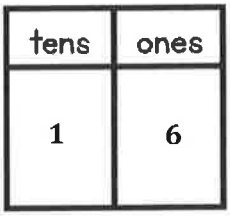
| tens | ones |
|---|---|
| 2 | 7 |

3. 38 → 8 ones 3 tens → 38 ones

4. 30 → 0 ones 3 tens → 30 ones

There are 38 ones. Or I can say 38 has 3 tens 8 ones. Each ten is made of 10 ones. So, I can count on by tens to get to 30and then by ones to get to 38.

5. Choose at least one number less than 40. Draw the number in 3 ways:

| As grapes: | In a number bond: | In the place value chart: |
|---|---|---|
|  |  |  |

| tens | ones |
|---|---|
| 1 | 6 |

I draw 1 group of 10 grapes since 16 has 1 ten. Then, I draw 6 extra grapes to show 6 ones. I can think of 16 as 1 ten 6 ones or 16 ones.

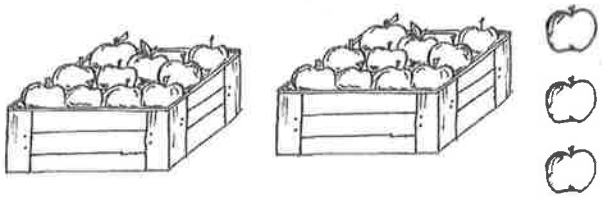


© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

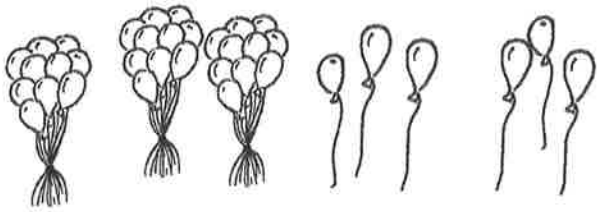
Count as many tens as you can. Complete each statement. Say the numbers and the sentences.

1.



_____ **tens** _____ **ones** is the same as _____ **ones.**

2.

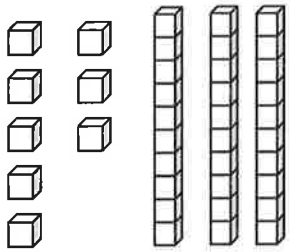


_____ **tens** _____ **ones** is the same as _____ **ones.**

3.

_____ **tens** _____ **ones** is the same as _____ **ones.**

4.



_____ **tens** _____ **ones** is the same as _____ **ones.**

Fill in the missing numbers.

5. _____ → 

| tens | ones |
|---|---|
| 2 | 9 |

→ _____ ones



© 2018 Great Minds®. eureka-math.org

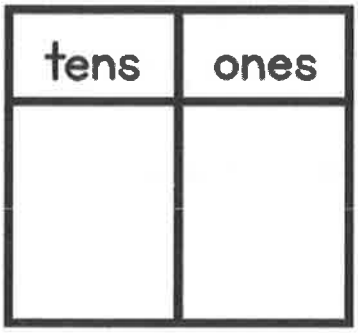
6. 34 → ____ tens ____ ones → ____ ones

7. ____ → | tens | ones | → ____ ones
| 3 | 8 |

8. ____ → 9 ones 3 tens → ____ ones

9. ____ → ____ ones ____ tens → 40 ones

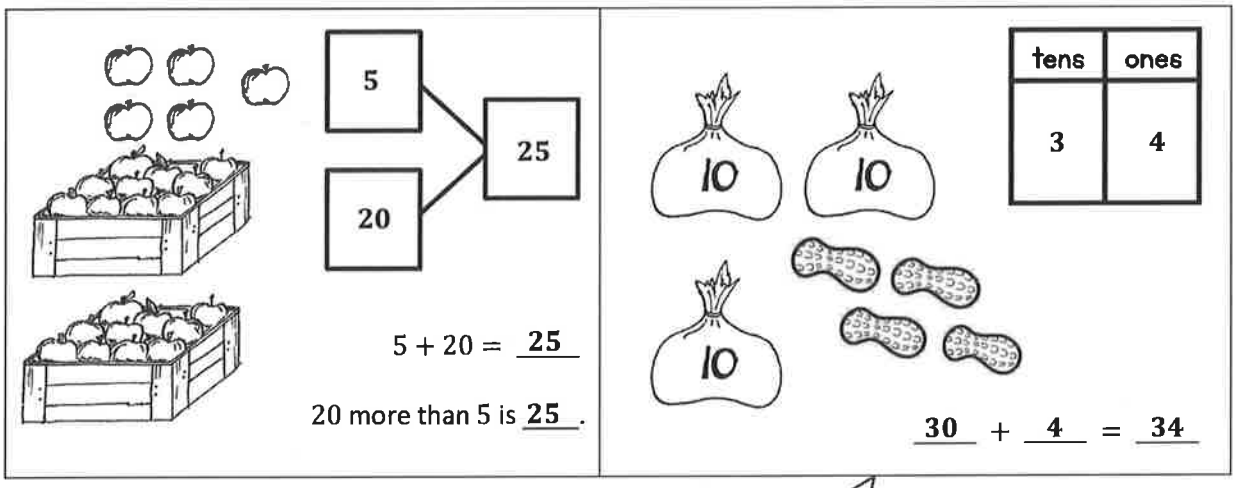
10. Choose at least one number less than 40. Draw the number in 3 ways:

| As grapes: | In a number bond: | In the place value chart: |
|---|---|---|
| | |   |



© 2018 Great Minds®. eureka-math.org

1. Fill in the number bond, or write the tens and ones. Complete the addition sentences.



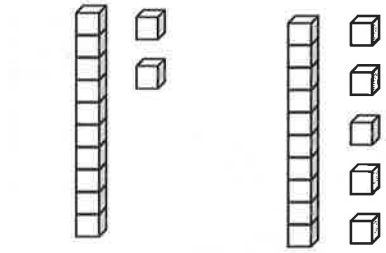

I can make a number bond that shows the tens and ones. I can break apart 25 into 20 and 5.

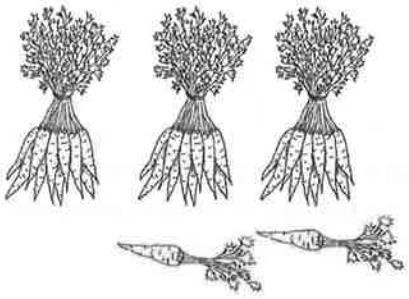
3 tens 4 ones is the same as the number 34. 3 is the digit in the tens place, and 4 is the digit in the ones place.



© 2018 Great Minds®. eureka-math.org

2. Match the pictures with the words.





This statement combines tens and ones!

2 more than 30 is **32**.

**20 + 7 = 27**

I can write a number sentence with the tens first, or I can write it with the ones first, like $7 + 20 = 27$. One number tells how many tens there are, and the other tells how many ones there are.

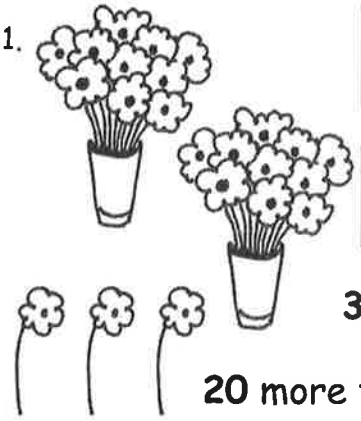


© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

Fill in the number bond, or write the tens and ones. Complete the addition sentences.

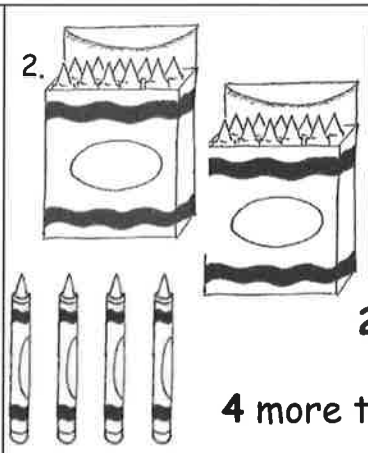
1.



3 + 20 = _____

20 more than 3 is _____.

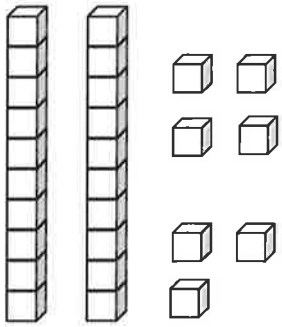
2.



20 + 4 = _____

4 more than 20 is _____.

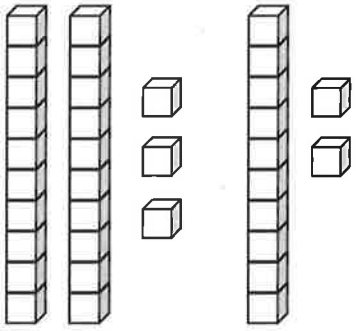
3.



| tens | ones |
|---|---|
| | |

7 + 20 = _____

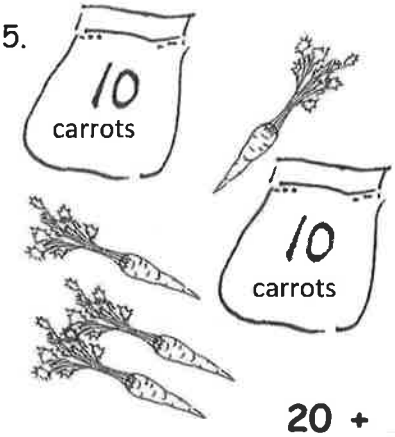
4.



| tens | ones |
|---|---|
| | |

_____ + 30 = _____

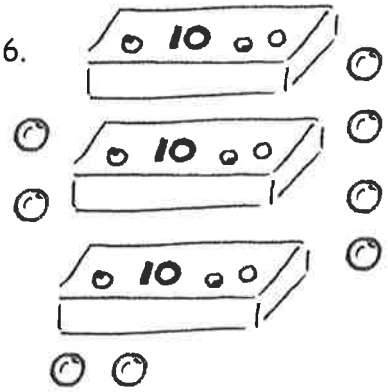
5.




| tens | ones |
|---|---|
| | |

20 + _____ = _____

6.



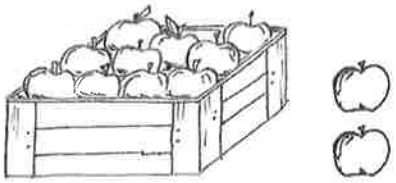

| tens | ones |
|---|---|
| | |

_____ + _____ = _____

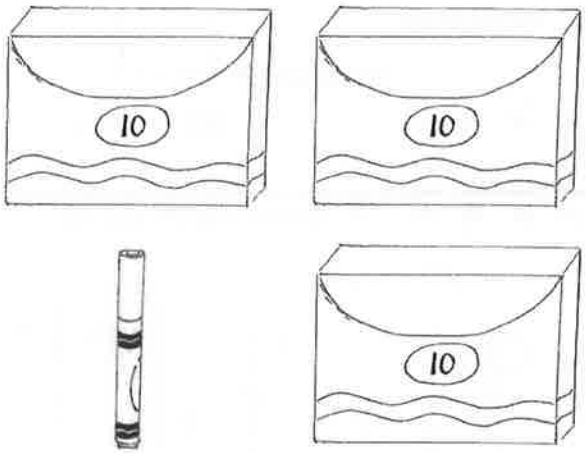


© 2018 Great Minds®. eureka-math.org

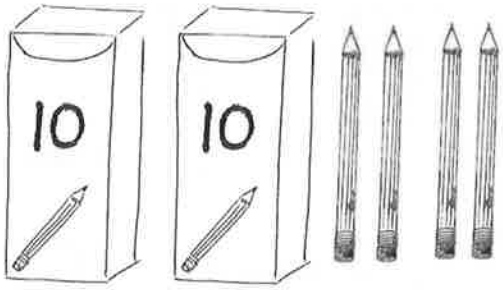
Match the pictures with the words.

7. 

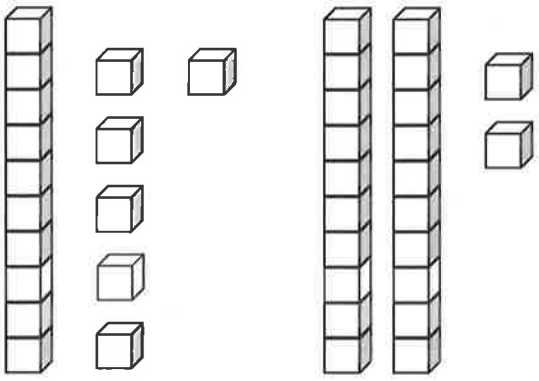
1 and 30 make _____.

8. 


8 + 30 = _____.

9. 


2 more than 10 is _____.

10. 

20 + 4 = _____.



© 2018 Great Minds®. eureka-math.org

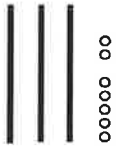
EUREKA MATH

Draw quick tens and ones to show the number. Then draw 1 more or 10 more.

1.

1 more than 27 is **28**.

2.



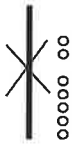
10 more than 27 is **37**.

I can show 27 with 2 quick tens and 7 ones in a 5-group column. To figure out 1 more, I add 1 circle to the ones, so 7 ones becomes 8 ones.

Look at how quickly I can draw 37. A quick ten is a line that holds 10 beads! It represents a ten. I can draw one more quick ten to show 10 more than 27.

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

3.



10 less than 17 is **7**.

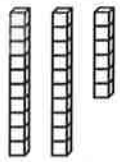
4.

1 less than 25 is **24**.

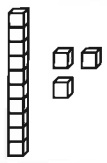
I can cross out a quick ten when I want to show 10 less than 17. Now, there are no tens and 7 ones.

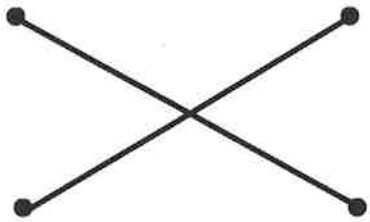
Match the words to the picture that shows the right amount.

5.



6.





10 less than 23

10 more than 16

The digit in the tens place changes when I think of 10 more than 16. The new number is 26. That's 2 tens 6 ones.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

Draw quick tens and ones to show the number. Then, draw 1 more or 10 more.

| | |
|---|---|
| 1. 1 more than 38 is _____. | 2. 10 more than 38 is _____. |
| 3. 1 more than 35 is _____. | 4. 10 more than 35 is _____. |

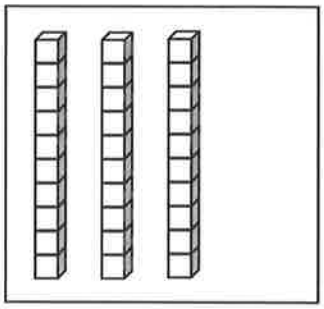
Draw quick tens and ones to show the number. Cross off (x) to show 1 less or 10 less.

| | |
|---|---|
| 5. 10 less than 23 is _____. | 6. 1 less than 23 is _____. |
| 7. 10 less than 31 is _____. | 8. 1 less than 31 is _____. |

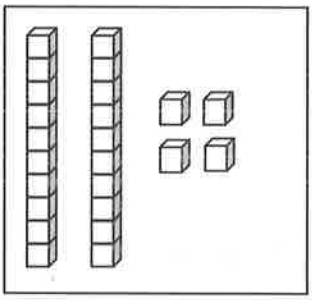


© 2018 Great Minds®. eureka-math.org

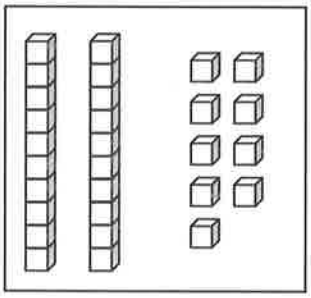
Match the words to the picture that shows the right amount.

9. 

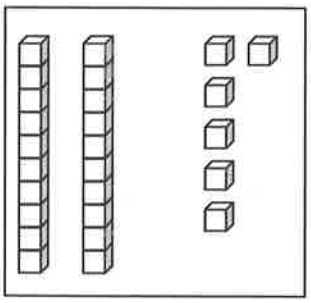
- 1 less than 30.

10. 

- 1 more than 23.

11. 

- 10 less than 36.

12. 

- 10 more than 20.



© 2018 Great Minds®. eureka-math.org

EUREKA MATH

Fill in the place value chart and the blanks.

1.

| dimes | pennies |
|---|---|
| 3 | 5 |

35 = 3 tens 5 ones

1 dime has the same value as 10 pennies, but it's just 1 coin. 3 dimes and 5 pennies equal 3 tens 5 ones. That's 35 cents!

2.

| dimes | pennies |
|---|---|
| 0 | 6 |

6 = 0 tens 6 ones

I don't see any tens because there are no dimes. The value of 6 pennies is 6 cents.

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

3.

10 more than 30 is 40.

I can draw 1 more dime since I want to show 10 more. So, 3 tens changes to 4 tens. 30 cents + 10 cents = 40 cents.

4.

1 less than 24 is 23.

When I cross off 1 penny, I have 1 less, or 23 cents. I could write this in my place value chart as 2 tens 3 ones.

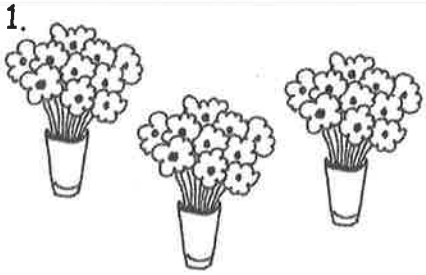


© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

Fill in the place value chart and the blanks.

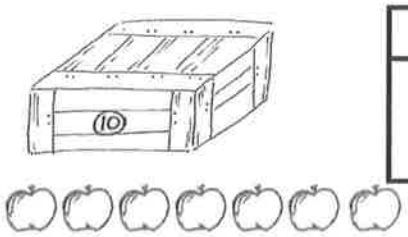
1.



| tens | ones |
|---|---|
| | |

30 = _____ **tens**

2.




| tens | ones |
|---|---|
| | |

17 = _____ **ten** and _____ **ones**

3.

| dimes | pennies |
|---|---|
| | |

_____ = 2 **tens** 2 **ones**

4.

| dimes | pennies |
|---|---|
| | |

_____ = 3 **tens** 3 **ones**

5.

| dimes | pennies |
|---|---|
| | |

_____ = _____ **tens** _____ **ones**

6.

| dimes | pennies |
|---|---|
| | |

_____ = _____ **tens** _____ **ones**

7.

| tens | ones |
|---|---|
| | |

_____ = _____ **ten** _____ **ones**

8.

| tens | ones |
|---|---|
| | |

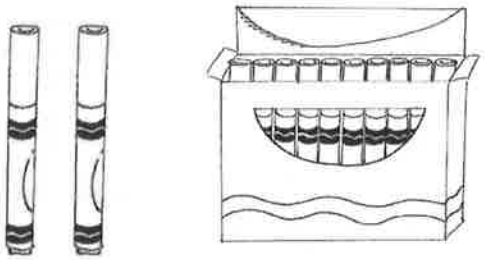
_____ **tens** _____ **ones** = _____



© 2018 Great Minds®. eureka-math.org

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

10 more than 25 is 35

9. 

1 more than 12 is _____.

10.

10 more than 3 is _____.

11.

10 more than 22 is _____.

12.

1 more than 22 is _____.

13.

1 less than 39 is _____.

14.

10 less than 39 is _____.

15.

10 less than 33 is _____.

16.

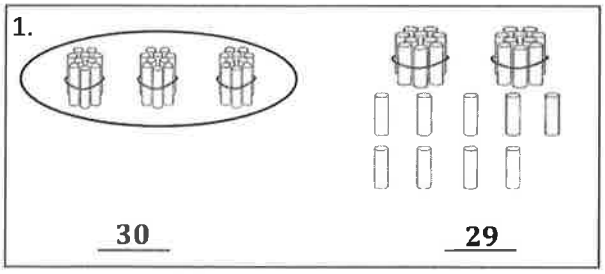
1 less than 33 is _____.



© 2018 Great Minds®. eureka-math.org

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

1.




I look at the tens place first to find the number that is greater. 3 tens is more than 2 tens. So, 30 is greater than 29.

Circle the number that is *greater* for each pair.

2.

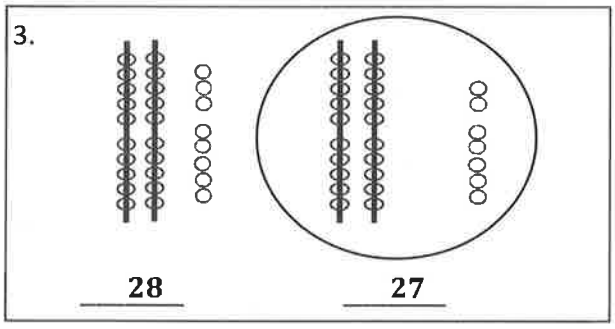
3 tens 9 ones

4 tens 8 ones

4 tens is greater than 3 tens, so 48 is greater than 39.

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

3.




First, I look at the tens place and both numbers have 2 tens. Next, I look at the ones place, and 7 ones is less than 8 ones. So, 27 is less than 28.



© 2018 Great Minds®. eureka-math.org

4. Write the value, and circle the set of coins that has *less* value.

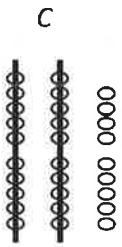
**14 *cents***

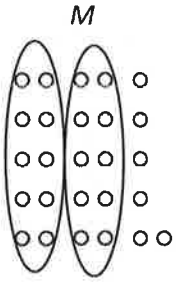
**22 *cents***

The first set has 5 coins, and the second set has 4 coins, but you have to look at the values! Dimes and pennies are like tens and ones. So, 1 ten 4 ones is less than 2 tens 2 ones.

5. Maddox and Caroline are playing cards. If Caroline's total has 29 ones and Maddox's total is 26, whose total is less? Draw a math drawing to explain how you know.

Hey, 29 ones is also 2 tens 9 ones! I can draw a picture and just compare ones!




***Maddox's total is less. I know because they both have 2 tens, so I looked at the ones. Maddox only has 6 ones, and Caroline has 9 ones. So, Maddox has less.***

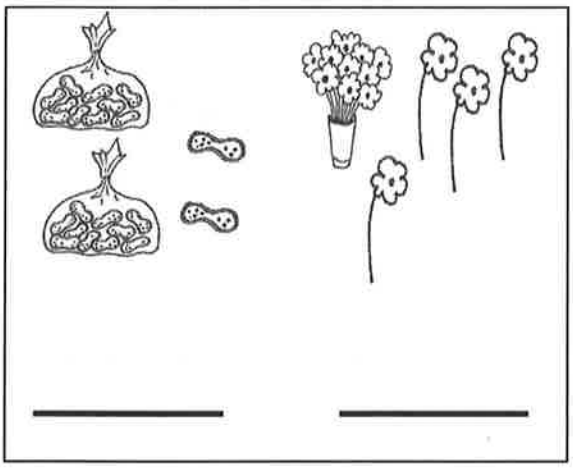


© 2018 Great Minds®. eureka-math.org

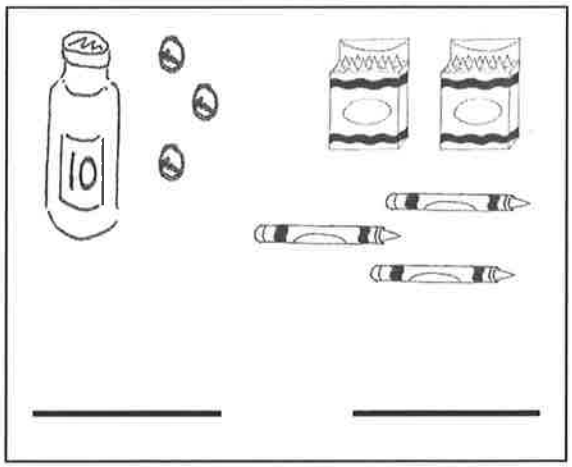
Name _____ Date _____

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

1.



2.




Circle the number that is *greater* for each pair.

3.

| | |
|---|---|
| 3 tens 8 ones | 3 tens 9 ones |

4.

| | |
|---|---|
| 25 | 35 |

5. Write the value and circle the set of coins that has *greater* value.

_____

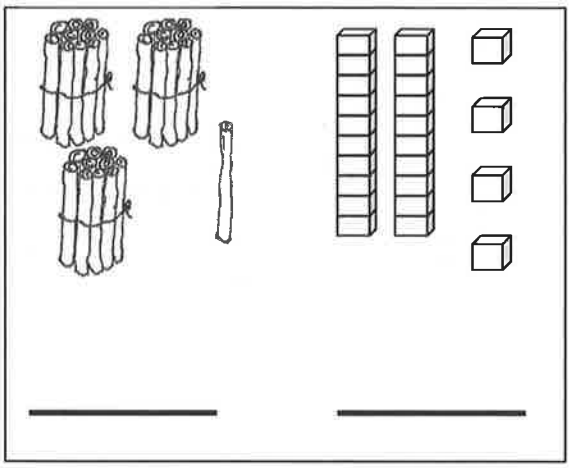
_____



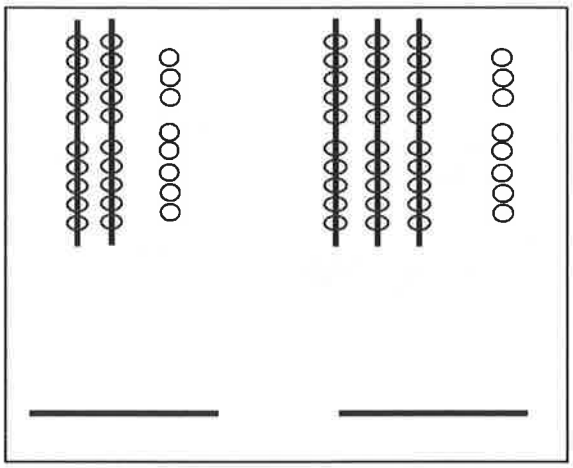
© 2018 Great Minds®. eureka-math.org

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

6.



7.



Circle the number that is *less* for each pair.

8.

| | |
|---|---|
| 2 tens 7 ones | 3 tens 7 ones |

9.

| | |
|---|---|
| 22 | 29 |

10. Write the value and circle the set of coins that has *less* value.

© 2018 Great Minds®. eureka-math.org

11. Katelyn and Johnny are playing comparison with cards. They have recorded the totals for each round. For each round, circle the total that won the cards, and write the statement. The first one is done for you.

ROUND 1: The total that is **greater** wins.

| Katelyn's Total | Johnny's Total |
|---|---|
| 16 | 19 |

19 is greater than 16.

a. ROUND 2: The total that is **less** wins.

| Katelyn's Total | Johnny's Total |
|---|---|
| 27 | 24 |

b. ROUND 3: The total that is **greater** wins.

| Katelyn's Total | Johnny's Total |
|---|---|
| 32 | 22 |

c. ROUND 4: The total that is **less** wins.

| Katelyn's Total | Johnny's Total |
|---|---|
| 29 | 26 |

d. If Katelyn's total is 39, and Johnny's total has 3 tens 9 ones, who would have a greater total? Draw a math drawing to explain how you know.



© 2018 Great Minds®. eureka-math.org

Word Bank

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

1. Draw the numbers using quick tens and circles. Use the phrases from the word bank to complete the sentence frames to compare the numbers.

a.

28 ***is less than*** 30.

I look at the digit in the tens place first to compare the numbers! Even though there are 8 ones in 28, that's still less than a ten. I read from left to right: 28 is less than 30.

b.

1 ten 7 ones ***is equal to*** 17.

3 tens 3 ones is 33. Both numbers have 3 tens, but 3 ones is less than 4 ones. So, 3 tens 3 ones is less than 34.

2. Circle the numbers that are *less* than 34.

29 3 tens 5 ones 4 tens 31 3 tens 3 ones

3. Write the numbers in order from *greatest* to *least.*

| |
|---|
| 24 |
| 12 40 |
| 16 |

I read the numbers from left to right. 40 is greater than 24. 24 is greater than 16....

**40** **24** **16** **12**

Where would the number 38 go in this order? Use words or rewrite the numbers to explain.

**40** **38** **24** **16** **12**

I put 38 between 40 and 24. 38 is less than 40, and 38 is greater than 24. Look at the tens: 4 tens, 3 tens, 2 tens!



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

1. Draw the numbers using quick tens and circles. Use the phrases from the word bank to complete the sentence frames to compare the numbers. The first one has been done for you.

Word Bank

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

| | |
|---|---|
| a. 20 30 <br> 20 is less than 30 | b. 14 22 <br> 14 _____ 22 |
| c. 15 1 ten 5 ones <br> 15 _____ 1 ten 5 ones | d. 39 29 <br> 39 _____ 29 |
| e. 31 13 <br> 31 _____ 13 | f. 23 33 <br> 23 _____ 33 |

2. Circle the numbers that are *greater* than 28.

32 29 2 tens 8 ones 4 tens 18

3. Circle the numbers that are *less* than 31.

29 3 tens 6 ones 3 tens 13 3 tens 9 ones



© 2018 Great Minds®. eureka-math.org

4. Write the numbers in order from *least* to *greatest*.

| | | |
|---|---|---|
| | 23 | |
| 32 | | 30 |
| | 29 | |

_____ _____ _____ _____

Where would the number 27 go in this order? Use words or rewrite the numbers to explain.

5. Write the numbers in order from *greatest* to *least*.

| | | |
|---|---|---|
| | 40 | |
| 13 | | 30 |
| | 31 | |

_____ _____ _____ _____

Where would the number 23 go in this order? Use words or rewrite the numbers to explain.

6. Use the digits 9, 4, 3, and 2 to make 4 different two-digit numbers less than 40. Write them in order from *least* to *greatest*.

9 3 4 2

Examples: 34, 29,...



© 2018 Great Minds®. eureka-math.org

1. Write the numbers in the blanks so that the alligator is eating the greater number. Read the number sentence, using *is greater than, is less than,* or *is equal to.* Remember to start with the number on the left.

a.

23 > 28

28 23

I remember to read starting with the number on the left. So, 28 is greater than 23. I know because 2 tens 8 ones is greater than 2 tens 3 ones.

b.

29 < 30

29 30

29 is less than 30. 30 is 3 tens! The alligator wants to eat the bigger number!

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

a.

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

>

| tens | ones |
|---|---|
| 1 | 3 |

I read the number sentence as 15 is greater than 13. Both numbers have 1 ten, but 5 ones is bigger than 3 ones, so the alligator eats the number 15.

b.

| tens | ones |
|---|---|
| 2 | 3 |

<

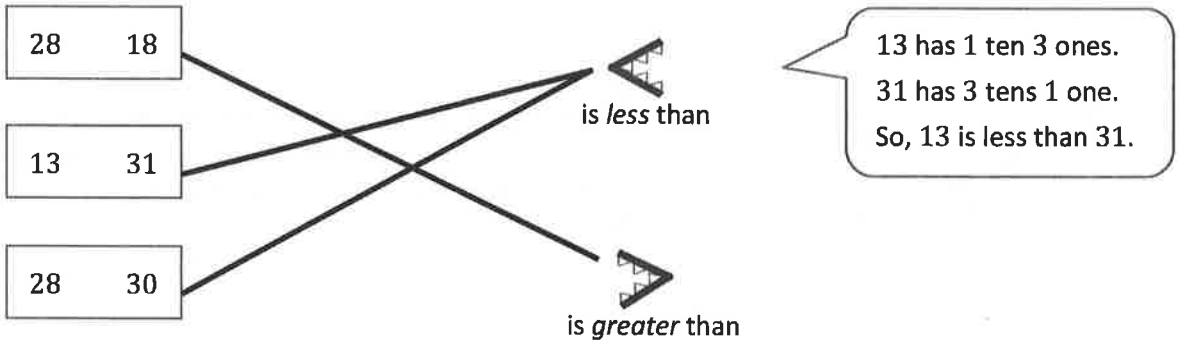
| tens | ones |
|---|---|
| 2 | 8 |

I write 8 in the ones place, so the alligator eats the number 28. I can read the number sentence as 23 is less than 28. I could also write 4, 5, 6, 7, 8, or 9 ones, too!



© 2018 Great Minds®. eureka-math.org

3. Compare each set of numbers by matching to the correct alligator or phrase to make a true number sentence. Check your work by reading the sentence from left to right.






© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

1. Write the numbers in the blanks so that the alligator is eating the greater number. Read the number sentence, using *is greater than*, *is less than*, or *is equal to*. Remember to start with the number on the left.

| | | |
|---|---|---|
| a. 10 ___ 20 ___ | b. 15 ___ 17 ___ | c. 24 ___ 22 ___ |
| d. 29 ___ 30 ___ | e. 39 ___ 38 ___ | f. 39 ___ 40 ___ |

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

| | | |
|---|---|---|
| a. tens: 1, ones: 8 ___ tens: 1, ones: | b. tens: 2, ones: 4 ___ tens: , ones: 3 | |
| c. tens: , ones: ___ tens: , ones: | d. tens: 2, ones: 3 ___ tens: , ones: 2 | |
| e. tens: , ones: ___ tens: , ones: | f. tens: 1, ones: 7 ___ tens: , ones: 7 | |



© 2018 Great Minds®. eureka-math.org

Compare each set of numbers by matching to the correct alligator or phrase to make a true number sentence. Check your work by reading the sentence from left to right.

3.

| | |
|---|---|
| 16 | 17 |
| 31 | 23 |
| 35 | 25 |
| 12 | 21 |
| 22 | 32 |
| 29 | 30 |
| 39 | 40 |

is *less* than

is *greater* than



© 2018 Great Minds®. eureka-math.org

EUREKA MATH

Use the symbols to compare the numbers. Fill in the blank with <, >, or = to make a true number sentence. Complete the number sentence with a phrase from the word bank.

Word Bank

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

a. 21 ( > ) 12

21 ***is greater than*** 12.

Both of these numbers have the same digits, but they are in different positions. That means they have a different value. 2 tens 1 one is greater than 1 ten 2 ones!

b. 3 tens ( < ) 32

3 tens ***is less than*** 32.

I put the less than sign between 3 tens and 32. 3 tens is 30. The smaller end points to the smaller number!

c. 2 tens 8 ones ( < ) 29

2 tens 8 ones ***is less than*** 29.

There are more ones in 29 than in 2 tens 8 ones, or 28. The symbol is open on the side that the alligator likes to eat! But I still read it from left to right!

d. 19 ( = ) 1 ten 9 ones

19 ***is equal to*** 1 ten 9 ones.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

Use the symbols to compare the numbers. Fill in the blank with <, >, or = to make a true number sentence. Complete the number sentence with a phrase from the word bank.

40 (>) 20

40 is greater than 20.

18 (<) 20

18 is less than 20.

Word Bank

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

a. 17 ◯ 13

17 _____ 13

b. 23 ◯ 33

23 _____ 33

c. 36 ◯ 36

36 _____ 36

d. 25 ◯ 32

25 _____ 32

e. 38 ◯ 28

38 _____ 28

f. 32 ◯ 23

32 _____ 23



© 2018 Great Minds®. eureka-math.org

g. 1 ten 5 ones ◯ 14

1 ten 5 ones _____ 14

h. 3 tens ◯ 30

3 tens _____ 30

i 29 ◯ 2 tens 7 ones

29 _____ 2 tens 7 ones

j. 19 ◯ 2 tens 3 ones

19 _____ 2 tens 3 ones

k. 3 tens 1 one ◯ 13

3 tens 1 one _____ 13

l. 35 ◯ 3 tens 5 ones

35 _____ 3 tens 5 ones

m. 2 tens 3 ones ◯ 32

2 tens 3 ones _____ 32

n. 3 tens ◯ 36

3 tens _____ 36

o. 29 ◯ 3 tens 9 ones

29 _____ 3 tens 9 ones

p. 4 tens ◯ 39

4 tens _____ 39

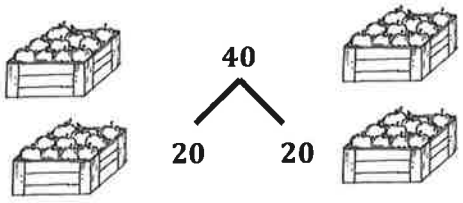


© 2018 Great Minds®. eureka-math.org

EUREKA MATH

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

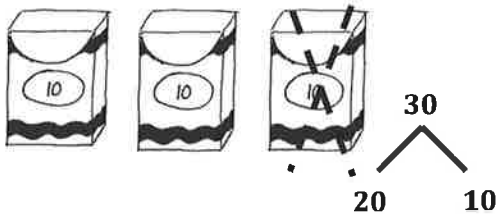
1.




4 tens = 2 tens + 2 tens

40 = 20 + 20

2.




3 tens − 1 ten = 2 tens

30 − 10 = 20

I can say the number sentence with place value units, so 4 tens = 2 tens + 2 tens. That's the unit way. Or I can just write the numbers the regular way, so 40 = 20 + 20.

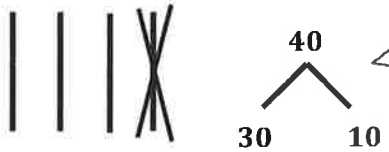
The number bond shows 3 tens on top with 2 tens and 1 ten as the parts. The X shows that I take away 1 ten. The subtraction sentences match.

Draw quick tens and a number bond to help you solve the number sentences.

3.

20 + 10 = 30

4.




40 − 10 = 30

I can draw 4 quick tens to show 40. I cross off 1 ten. There are 3 tens left, or 30.

2 tens +1 ten = 3 tens. It's just like 2 + 1 = 3, except now it's tens. The units change!



© 2018 Great Minds®. eureka-math.org

Add or subtract.

5. 4 tens − 3 tens = **1 *ten***

6. **40** = 10 + 30

I can think of the simpler problem, 4 = 1 + 3, to help me solve.

7. **20** − 20 = **0**

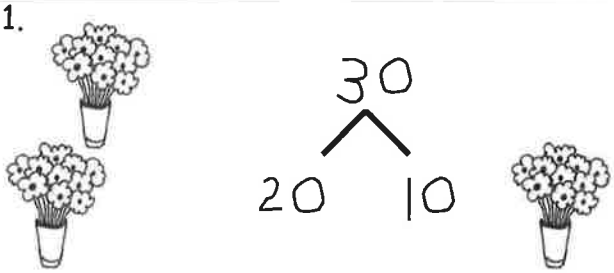


© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

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

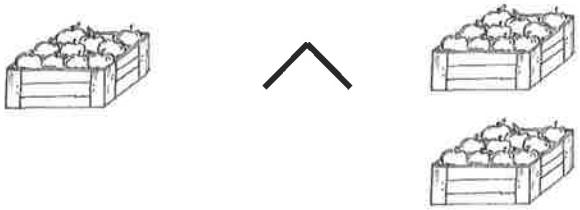
1.




2 tens + 1 ten = 3 tens

20 + 10 = 30

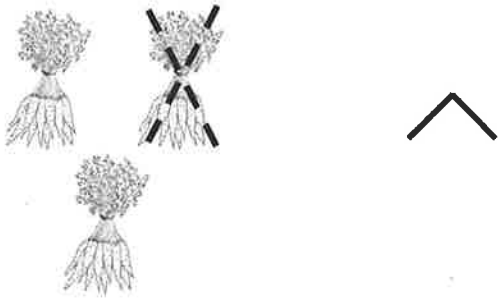
2.



_____ tens = _____ ten + _____ tens

_____

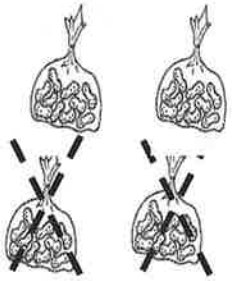
3.



_____tens - _____ ten = _____ tens

_____

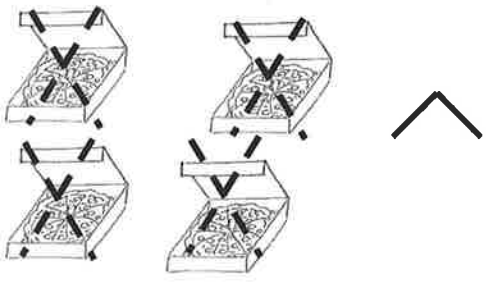
4.



_____ tens - _____ tens = _____ tens

_____

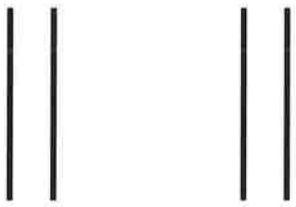
5.



_____ tens - _____ tens = _____ tens

_____

6.



_____ tens + _____ tens = _____ tens

_____



© 2018 Great Minds®. eureka-math.org

Draw quick tens and a number bond to help you solve the number sentences.

| | |
|---|---|
| 7. 10 + 20 = _____ | 8. 30 – 10 = _____ |
| 9. 20 – 10 = _____ | 10. 30 + 10 = _____ |

Add or subtract.

11. 2 tens + 1 ten = _____
12. 20 + 20 = _____
13. 40 – 10 = _____
14. _____ = 20 + 10
15. 3 tens – 2 tens = _____
16. 20 – 10 = _____
17. 10 – 10 = _____
18. _____ = 30 + 10
19. 40 – 30 = _____

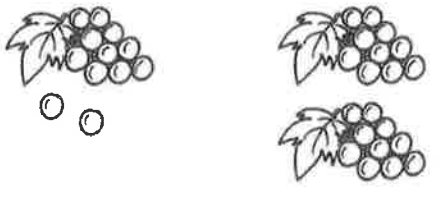


© 2018 Great Minds®. eureka-math.org

EUREKA MATH

1. Fill in the missing numbers to match the picture. Write the matching number bond.

a.

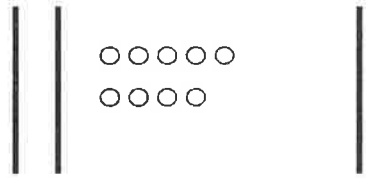


32
12 20

12 + 20 = 32

1 ten 2 ones + 2 tens = 3 tens 2 ones. The digit in the tens place changes because I add 2 tens. The ones stay the same.

b.



39
29 10

29 + 10 = 39

1 ten more than 2 tens is 3 tens. That's why there is a 3 in the tens place. There are still 9 ones.

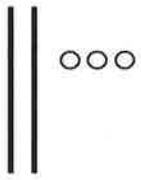
2. Draw using quick tens and ones. Complete the number bond and the number sentence.

a.

| tens | ones |
|---|---|
| 2 | 3 |

+

| tens | ones |
|---|---|
| 1 | 0 |



33
23 10

23 + 10 = 33

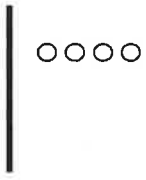
The number bond shows how I change 23 to make 33. I add 1 ten.

b.

| tens | ones |
|---|---|
| 1 | 4 |

+

| tens | ones |
|---|---|
| 2 | 0 |



34
14 20

14 + 20 = 34

If 34 is the whole and 14 is one part, I can add 2 tens to make 34. 2 tens is the same as 20. 14 plus 20 equals 34.



© 2018 Great Minds®. eureka-math.org

3. Use arrow notation to solve.

a. +10: 17 → 27

b. +20: 19 → 39

I can think: What number plus 2 tens will give me 3 tens 9 ones? 1 ten 9 ones plus 2 tens equals 3 tens 9 ones! So, 19 is the number.

4. Use the dimes and pennies to complete the place value charts.

a.

| tens | ones |
|---|---|
| 2 | 6 |

+

| tens | ones |
|---|---|
| 1 | 0 |

=

| tens | ones |
|---|---|
| 3 | 6 |

2 dimes and 6 pennies make 2 tens 6 ones. When I add 1 dime, I add 1 ten. Now, there are 3 tens all together. The number sentence is $26 + 10 = 36$.

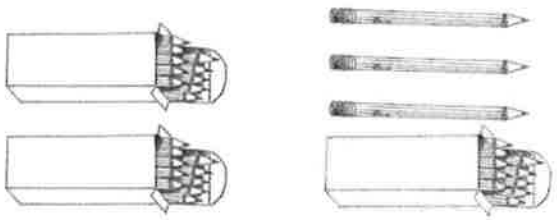


© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

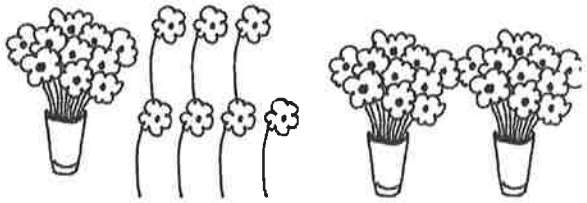
Fill in the missing numbers to match the picture. Complete the number bond to match.

1.



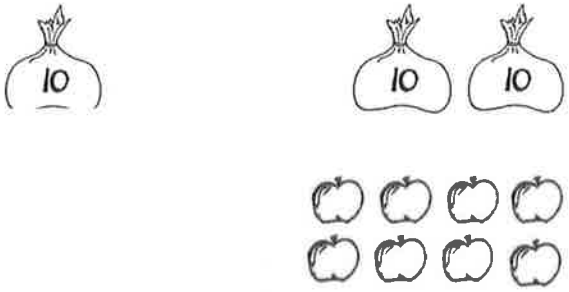
20 + 13 = _____

2.



17 + _____ = _____

3.




_____ + _____ = _____

4.

_____ + _____ = _____



© 2018 Great Minds®. eureka-math.org

Draw using quick tens and ones. Complete the number bond and the number sentence.

5.

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

+

| tens | ones |
|---|---|
| 1 | 0 |

_____ + _____ = _____

6.

| tens | ones |
|---|---|
| 1 | 9 |

+

| tens | ones |
|---|---|
| | |

_____ + _____ = 39

Use arrow notation to solve.

7. 19 → +10 → _____

8. 9 → +30 → _____

9. _____ → +10 → 38

10. _____ → +20 → 31

Use the dimes and pennies to complete the place value charts.

11.

| tens | ones |
|---|---|
| | |

+

| tens | ones |
|---|---|
| | |

=

| tens | ones |
|---|---|
| | |



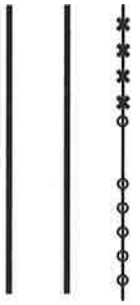
© 2018 Great Minds®. eureka-math.org

EUREKA MATH®

1. Use quick tens and ones to complete the place value chart and number sentence.

I can show 26 with 2 quick tens and 6 dots, or circles. I can show adding 4 using x's. 6 and 4 make a new ten!

Let me put a line through these to show it's a ten. Now I have 3 tens!



| tens | ones |
|---|---|
| 3 | 0 |

$26 + 4 =$ **30**

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

$25 + 5 =$ **30**

**20** **5**

| tens | ones |
|---|---|
| 3 | 0 |

25 is made of 20 and 5. I can add 5 and 5 to make 10. Then I know that $20 + 10 = 30$. That's 3 tens.

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

$37 + 3 =$ **40**

I know this one in my head. 3 more than 37 is 40. I am making the next ten when I add 3 to 37.

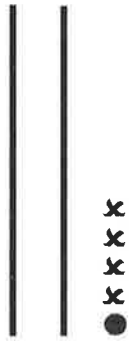


© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

Use quick tens and ones to complete the place value chart and number sentence.

1.



| tens | ones |
|---|---|
| | |

21 + 4 = _____

2.

| tens | ones |
|---|---|
| | |

21 + 8 = _____

3.

| tens | ones |
|---|---|
| | |

25 + 4 = _____

4.

| tens | ones |
|---|---|
| | |

25 + 5 = _____

5.

| tens | ones |
|---|---|
| | |

33 + 3 = _____

6.

| tens | ones |
|---|---|
| | |

33 + 7 = _____



© 2018 Great Minds®. eureka-math.org

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

7. 26 + 2 = _____

| tens | ones |
|---|---|
| | |

8. 36 + 3 = _____

| tens | ones |
|---|---|
| | |

9. 26 + 4 = _____

| tens | ones |
|---|---|
| | |

10. 24 + 6 = _____

| tens | ones |
|---|---|
| | |

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

a. 22 + 7 = _____ b. 22 + 8 = _____ c. 32 + 8 = _____

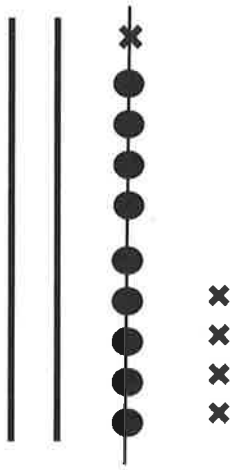


© 2018 Great Minds®. eureka-math.org

EUREKA MATH

1. Use the pictures, or draw quick tens and ones. Complete the number sentence and place value chart.

I can use 2 quick tens and 9 dots, or circles, to show 29. I only need one more to make a new ten. As I add 5, the first x makes a new ten. I start a new column as I draw 4 more x's. I can draw a line through the new ten I made. Now I can see easily that I have 3 tens and 4 ones.



| tens | ones |
|---|---|
| 3 | 4 |

$29 + 5 = \underline{34}$

2. Make a number bond to solve. Show your thinking with number sentences or the arrow way. Complete the place value chart.

I need 2 more to get to 20 from 18. I can break apart 5 into 2 and 3. $18 + 2 = 20$. Then $20 + 3 = 23$.

$18 + 5 = \underline{23}$

2 3

| tens | ones |
|---|---|
| 2 | 3 |

Here are my number sentences to show my thinking.

$18 + 2 = 20$
$20 + 3 = 23$

$18 \overset{+2}{\rightarrow} 20 \overset{+3}{\rightarrow} 23$

I can use the arrow way to show my thinking too! I start at 18. I add 2 to get to 20. Then, I add 3 more to get to 23.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

Use the pictures or draw quick tens and ones. Complete the number sentence and place value chart.

1. 15 + 3 = _____

| tens | ones |
|---|---|
| | |

2. 15 + 5 = _____

| tens | ones |
|---|---|
| | |

3. 15 + 6 = _____

| tens | ones |
|---|---|
| | |

4. 28 + 2 = _____

| tens | ones |
|---|---|
| | |

5. 28 + 4 = _____

| tens | ones |
|---|---|
| | |

6. 28 + 7 = _____

| tens | ones |
|---|---|
| | |

7. 17 + 3 = _____

| tens | ones |
|---|---|
| | |

8. 17 + 7 = _____

| tens | ones |
|---|---|
| | |

9. 27 + 7 = _____

| tens | ones |
|---|---|
| | |



© 2018 Great Minds®. eureka-math.org

Make a number bond to solve. Show your thinking with number sentences or the arrow way. Complete the place value chart.

10. 13 + 6 = _____

| tens | ones |
|---|---|
| | |

11. 13 + 7 = _____

| tens | ones |
|---|---|
| | |

12. 25 + 5 = _____

| tens | ones |
|---|---|
| | |

13. 25 + 8 = _____

| tens | ones |
|---|---|
| | |

14. 24 + 8 = _____

| tens | ones |
|---|---|
| | |

15. 23 + 9 = _____

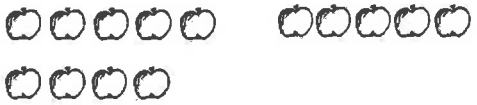
| tens | ones |
|---|---|
| | |



© 2018 Great Minds®. eureka-math.org

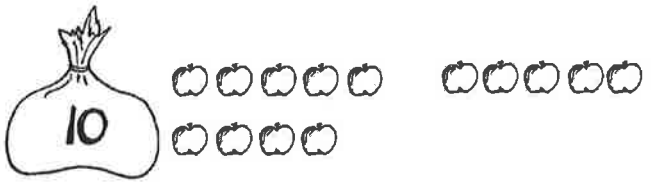
EUREKA MATH

1. Solve the problems.



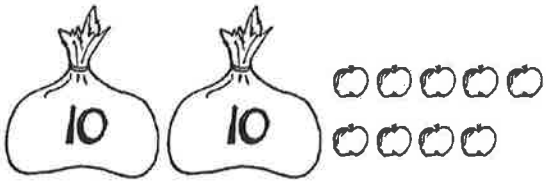
$9 + 5 =$ **14**

9 plus 5 is 14. That one's easy.




$19 + 5 =$ **24**

19 plus 5 is just 10 more. That's 24.




$29 + 5 =$ **34**

29 plus 5 is 10 more again. That's 34.

2. Use the first number sentence in each set to help you solve the other problems.

a. $3 + 8 =$ **11**

b. $13 + 8 =$ **21**

c. $23 + 8 =$ **31**

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

$18 + 4 =$ **22**

**8 + 4 = 12**

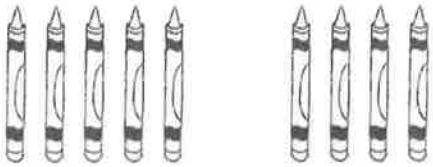
I can use $8 + 4$ to help me solve $18 + 4$. I know that $8 + 4 = 12$. $18 + 4$ has 1 more ten. That's 22.



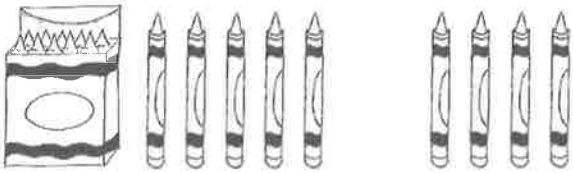
© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

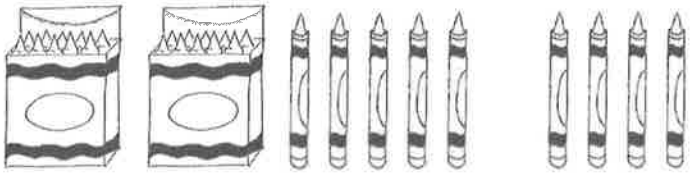
Solve the problems.

1. 

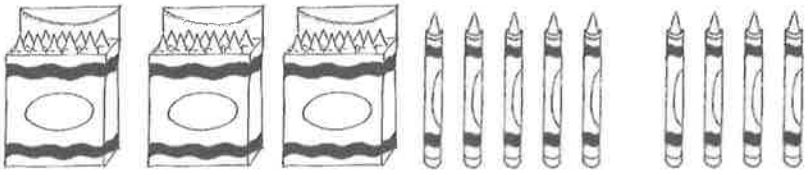
5 + 4 = _____

2. 

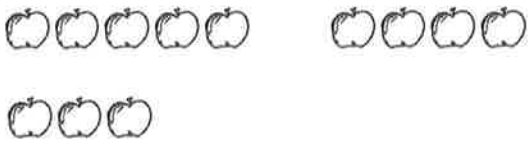
15 + 4 = _____

3. 

25 + 4 = _____

4. 

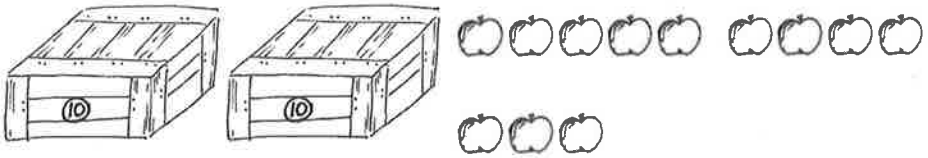
35 + 4 = _____

5. 

8 + 4 = _____

6.

18 + 4 = _____

7. 

28 + 4 = _____



© 2018 Great Minds®. eureka-math.org

Use the first number sentence in each set to help you solve the other problems.

| | |
|---|---|
| 8.<br>a. 5 + 2 = _____<br>b. 15 + 2 = _____<br>c. 25 + 2 = _____<br>d. 35 + 2 = _____ | 9.<br>a. 5 + 5 = _____<br>b. 15 + 5 = _____<br>c. 25 + 5 = _____<br>d. 35 + 5 = _____ |
| 10.<br>a. 2 + 7 = _____<br>b. 12 + 7 = _____<br>c. 22 + 7 = _____ | 11.<br>a. 7 + 4 = _____<br>b. 17 + 4 = _____<br>c. 27 + 4 = _____ |
| 12.<br>a. 8 + 7 = _____<br>b. 18 + 7 = _____<br>c. 28 + 7 = _____ | 13.<br>a. 3 + 9 = _____<br>b. 13 + 9 = _____<br>c. 23 + 9 = _____ |

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

14. 24 + 5 = _____ _____

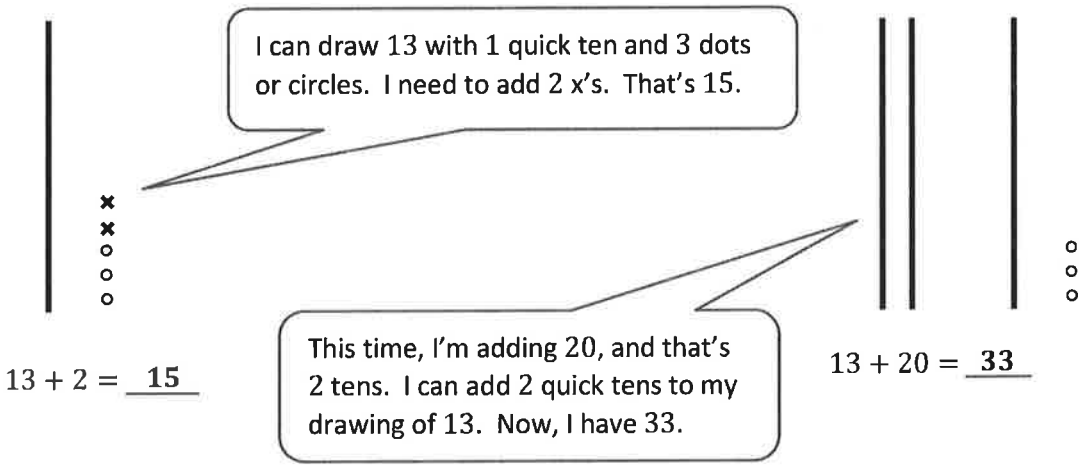
15. 24 + 7 = _____ _____



© 2018 Great Minds®. eureka-math.org

EUREKA MATH

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




$13 + 2 =$ **15**

$13 + 20 =$ **33**

2. Make a number bond, or use the arrow way to solve the addition problems.

$11 + 20 =$ **31**

I can solve this in different ways!

I can break apart 11 into 10 and 1. Then, I can add my tens. That's 3 tens, or 30, and 1 one to make 31.

**11** $\xrightarrow{+10}$ **21** $\xrightarrow{+10}$ **31**

I can also start with 11 and add my tens one at a time. $11 + 10 = 21$. Then, when I add another 10, I get to 31.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

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

| | |
|---|---|
| 1.<br>17 + 2 = _____ | 2.<br>17 + 3 = _____ |
| 3.<br>14 + 3 = _____ | 4.<br>24 + 10 = _____ |

Make a number bond or use the arrow way to solve the addition problems.

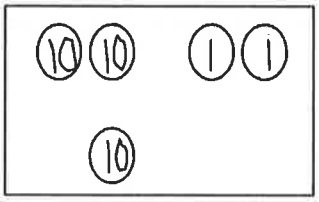
| | |
|---|---|
| 5.<br>6 + 24 = _____ | 6.<br>14 + 20 = _____ |



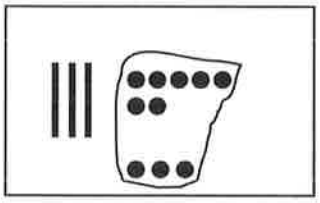
© 2018 Great Minds®. eureka-math.org

7. Solve each addition sentence, and match.

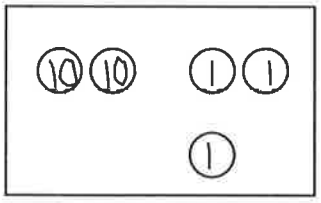
a. 22 + 1 = _____



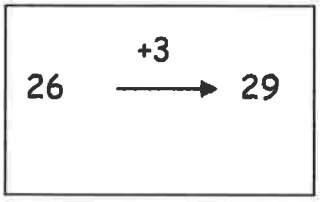

b. 13 + 6 = _____



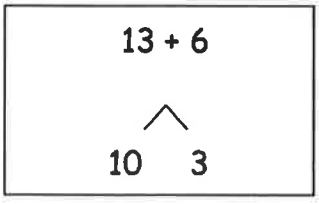
c. 3 + 26 = _____




d. 37 + 3 = _____




e. 22 + 10 = _____



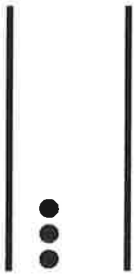



© 2018 Great Minds®. eureka-math.org

EUREKA MATH

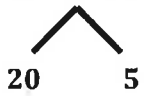
1. Use quick ten drawings or number bonds to make true number sentences.

a. $13 + 10 =$ **23**



I can draw 13 and then just add another quick ten. Let me count what I have now: 10, 20, …, 23.

b. $25 + 5 =$ **30**




$\mathbf{5 + 5 = 10}$

$\mathbf{10 + 20 = 30}$

I can break apart 25 into 20 and 5. I add 5 and 5 to make the next ten. The next ten is 30.

2. How did you solve Problem 1(a)? Why did you choose to solve it that way?

***I chose to use a quick ten drawing because I only had to draw 1 more ten. That was a fast way to show $13 + 10 = 23$.***

3. How did you solve Problem 1(b)? Why did you choose to solve it that way?

***I used a number bond because I wanted to see the parts I had. When I broke apart 25 into 20 and 5, I saw that I could add 5 and 5 to make a new ten.***



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

Use quick ten drawings or number bonds to make true number sentences.

| | |
|---|---|
| 1. 13 + 20 = _____ | 2. 23 + 6 = _____ |
| 3. 10 + 23 = _____ | 4. 28 + 6 = _____ |
| 5. 26 + 7 = _____ | 6. 20 + 17 = _____ |

7. How did you solve Problem 5? Why did you choose to solve it that way?



© 2018 Great Minds®. eureka-math.org

Solve using quick ten drawings or number bonds.

| | |
|---|---|
| 8. 23 + 9 = _____ | 9. 27 + 7 = _____ |
| 10. 24 + 10 = _____ | 11. 20 + 18 = _____ |
| 12. 28 + 9 = _____ | 13. 29 + 9 = _____ |

14. How did you solve Problem 11? Why did you choose to solve it that way?



© 2018 Great Minds®. eureka-math.org

1. Two students both solved the addition problem below using different methods. Are they both correct? Why or why not?

$28 + 5 = \underline{33}$

$28 \overset{+2}{\rightarrow} 30 \overset{+3}{\rightarrow} 33$

This student used the arrow way to get the answer. He used 2 to get to 30 and then added 3 more to get to 33. That means he added 5 altogether to get to 33. That's correct.

$28 + 5 = \underline{33}$

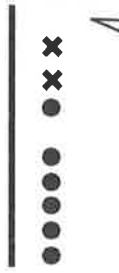
2 3

This student broke apart 5 so she could get to the next 10. She needed 2 to get to 30. Then she added the rest and got to 33. That's correct.

***They are both correct. 28 plus 5 is 33. The first student used the arrow way to show his thinking. That student added 2 to get to 30 and then added 3 more since he had to add 5 altogether. The second student used a number bond to show how she got to 33.***

2. Another two students solved the same problem shown below, using quick tens. Are they both correct? Why or why not?

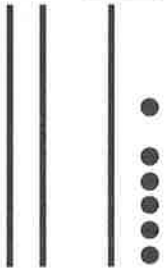
$16 + 2 = \underline{18}$



I already know $16 + 2 = 18$. When I look at the drawing, it matches the number sentence.

This does not look right. Let me see. I see too many quick tens. I know! This student added 2 tens instead of 2 ones!

$16 + 2 = \underline{36}$

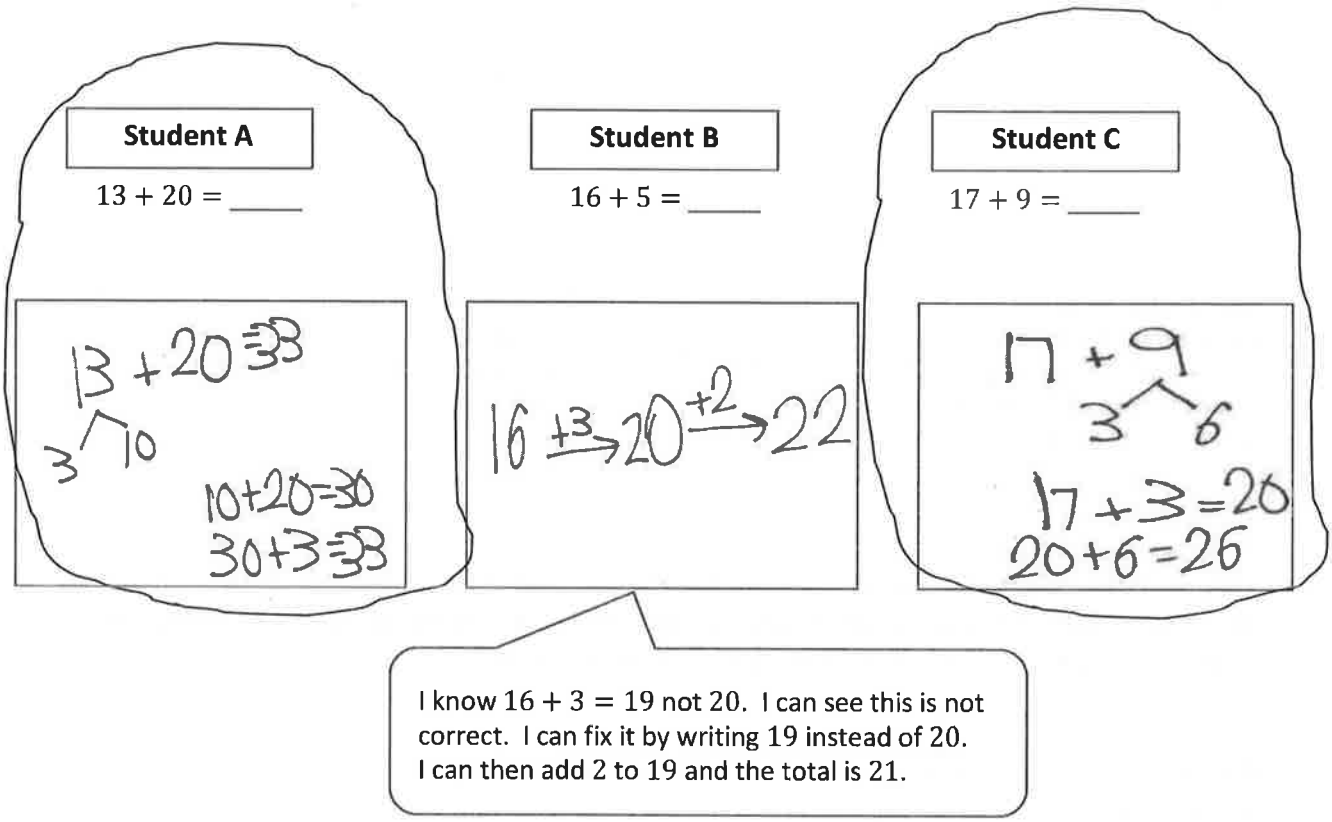


***The first student is correct. The second student is not correct. The second student added quick tens instead of ones. He has too much.***

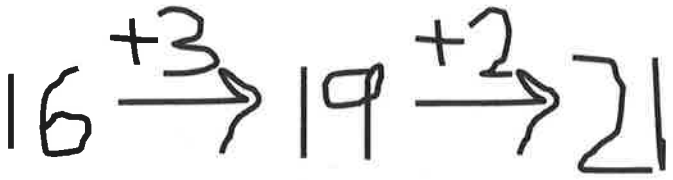


© 2018 Great Minds®. eureka-math.org

3. Circle any student work that is correct.




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




Choose a correct student work, and give a suggestion for improvement.

***Student A's work can be solved without breaking apart* 13. *I can just add* 2 *tens to* 13. *I can do this in my head and get the answer* 33.**

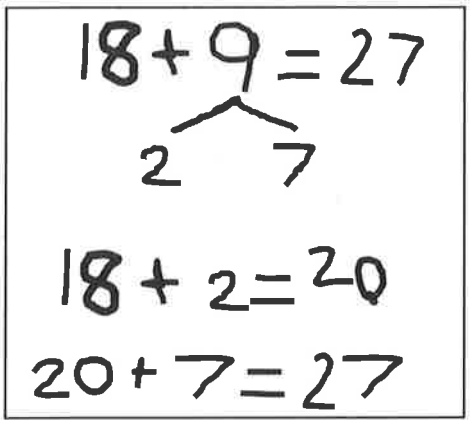


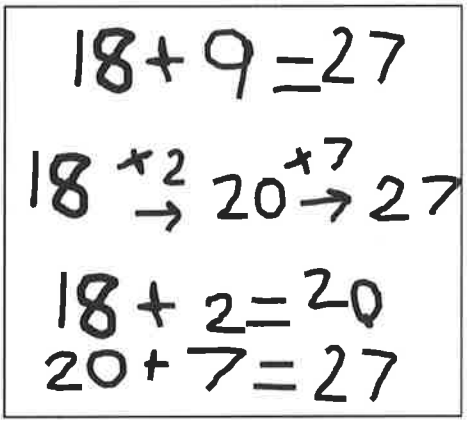
© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

1. Two students both solved the addition problem below using different methods.

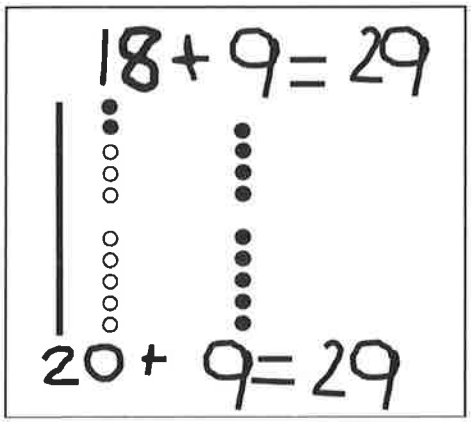
18 + 9

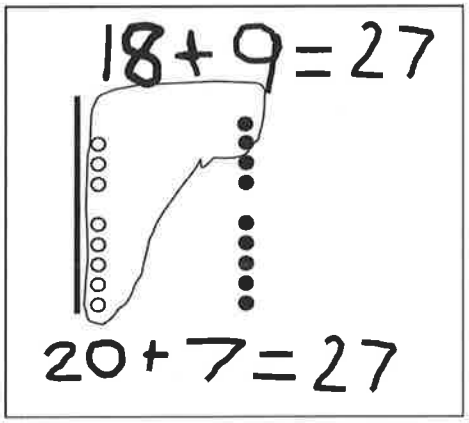



Are they both correct? Why or why not?

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



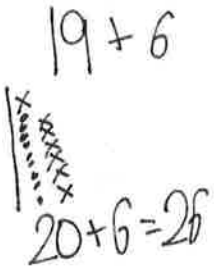
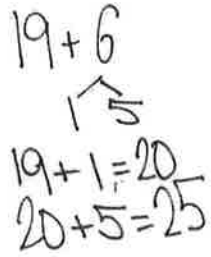
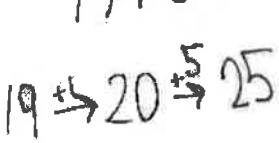

Are they both correct? Why or why not?



© 2018 Great Minds®. eureka-math.org

3. Circle any student work that is correct.

19 + 6

| Student A | Student B | Student C |
|---|---|---|
|   |   |   |

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

Choose a correct student work, and give a suggestion for improvement.



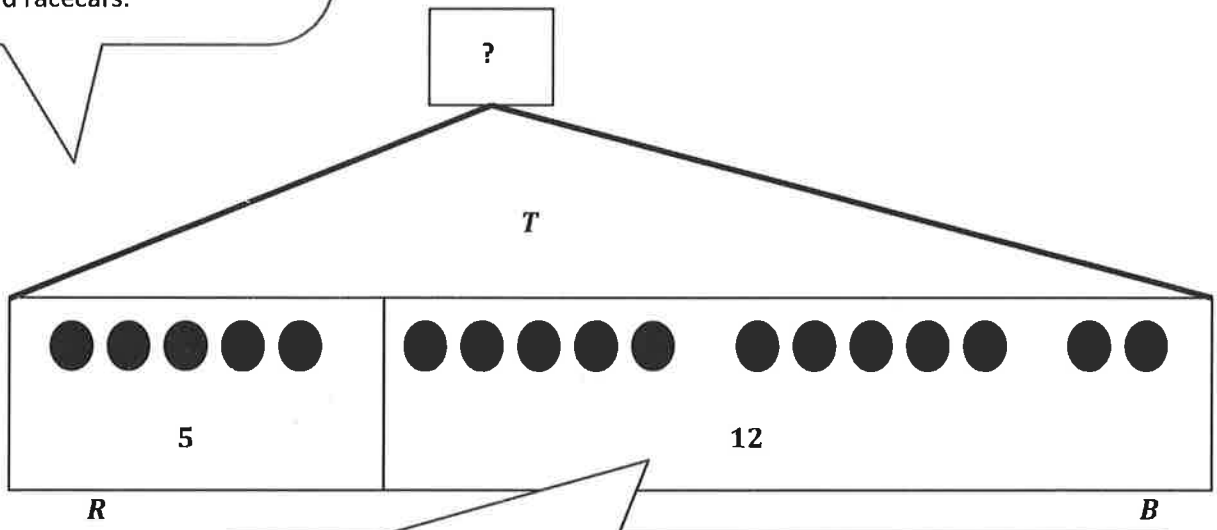
© 2018 Great Minds®. eureka-math.org

Solve using the RDW process.

John has 5 red racecars and 12 blue racecars. How many racecars does John have in all?

I can draw 5 circles for the red racecars. I put my circles in a rectangle to keep them organized. I label my drawing with the number 5 and the letter $R$, so I know that this rectangle represents the 5 red racecars.

I connect the two rectangles and draw a box with a question mark labeled with the letter $T$ because it is the total. When I find the total, I will know the answer to the question.




I can draw 12 circles for the blue racecars. I organize my circles and put them in a rectangle labeled with the number 12 and the letter $B$, so I know that this rectangle represents the 12 blue racecars.

$5 + 12 =$ **17**

I draw a box around 17 because it is the total and answers the question. The last part of RDW is write. I can write a statement to answer the question.

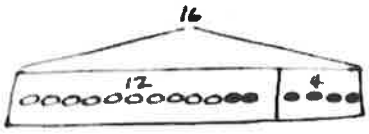
***John has 17 racecars.***



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

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




1. Darnel is playing with his 4 red robots. Ben joins him with 13 blue robots. How many robots do they have altogether?

They have _____ robots.

2. Rose and Emi had a jump rope contest. Rose jumped 14 times, and Emi jumped 6 times. How many times did Rose and Emi jump?

They jumped _____ times.



© 2018 Great Minds®. eureka-math.org

3. Pedro counted the airplanes taking off and landing at the airport. He saw 7 airplanes take off and 6 airplanes land. How many airplanes did he count altogether?

Pedro counted _____ airplanes.

4. Tamra and Willie scored all the points for their team in their basketball game. Tamra scored 13 points, and Willie scored 5 points. What was their team's score for the game?

The team's score was _____ points.



© 2018 Great Minds®. eureka-math.org

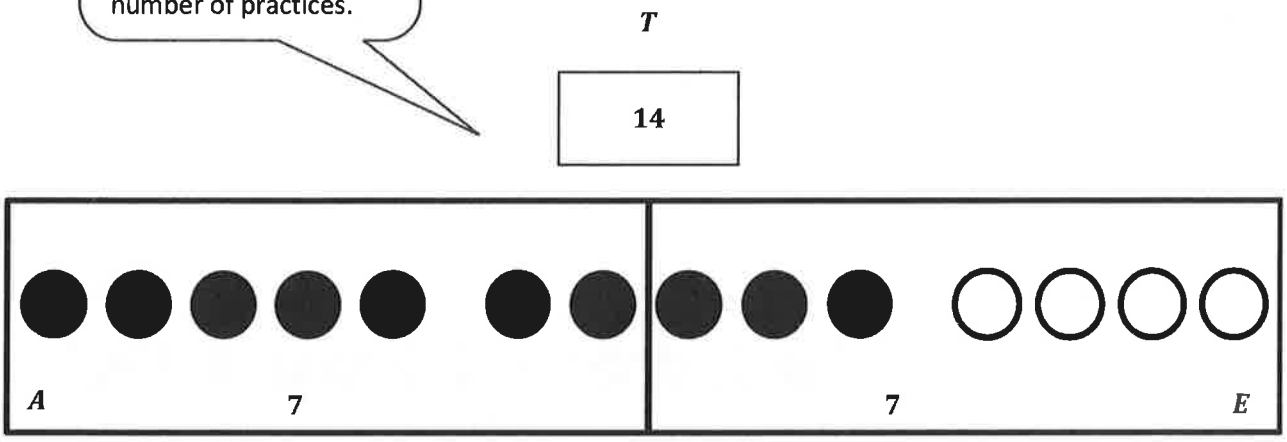
What can I draw?

Solve using the RDW process.

1. Mary has 14 play practices this month. 7 practices are after school, and the rest are in the evening. How many practices are in the evening?

What do I know after reading the problem?

I know the total, or the whole. I can draw 14 circles in 5-group rows to represent the total number of practices.




I know there are 7 practices after school. I can draw a rectangle around 7 of the circles to represent the 7 practices that are after school. I label the rectangle with the letter $A$ for after school.

I draw a rectangle around the rest of the circles. This represents the practices that are in the evening. I count the circles and see there are 7 practices in the evening. I label the rectangle with the letter $E$ for evening.

$14 - 7 =$ **7**

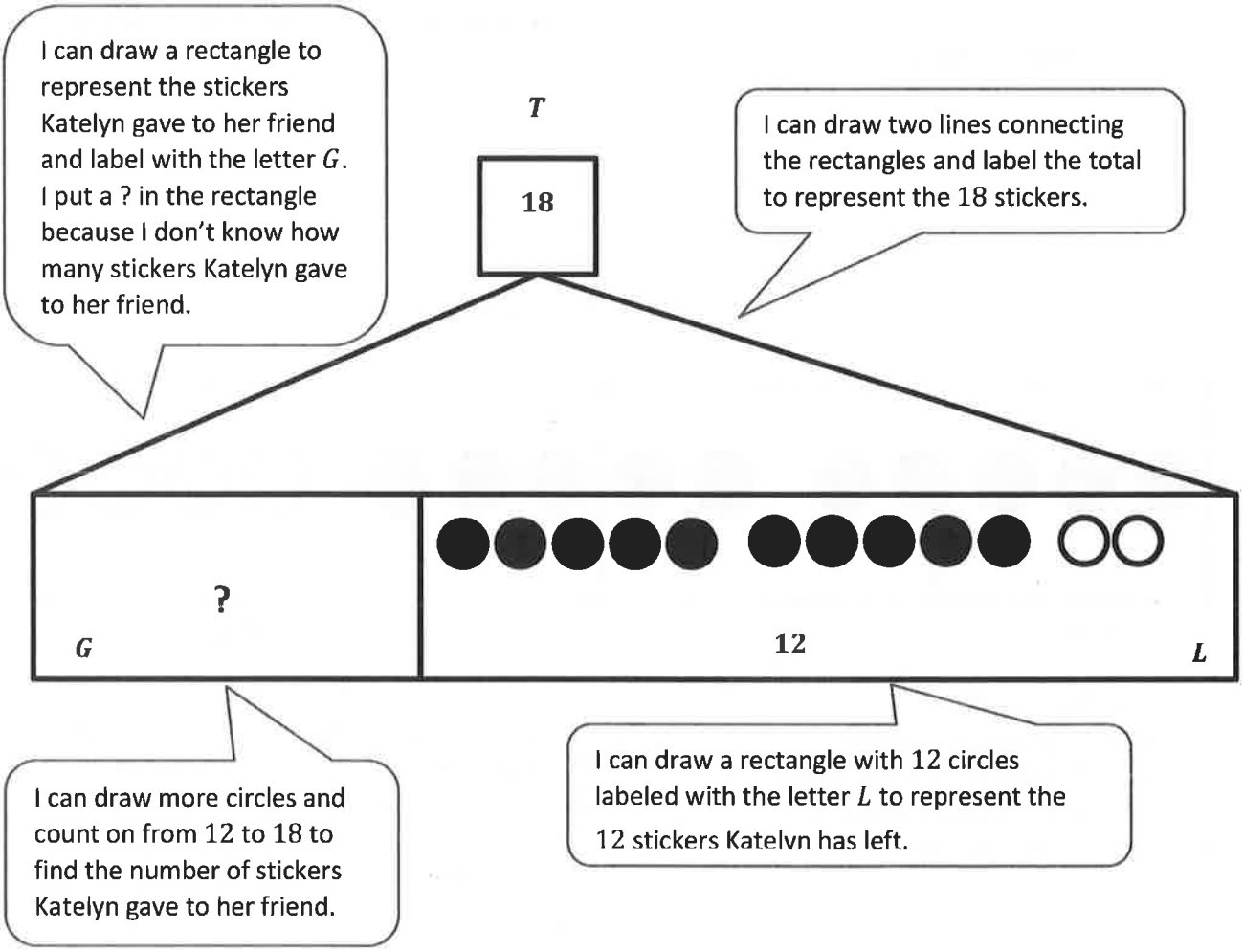
I draw a rectangle around the 7 because 7 is the answer to the question.

***Mary has 7 practices in the evening.***



© 2018 Great Minds®. eureka-math.org

2. Katelyn gave some of her stickers to her friend. She had 18 stickers at first, and she still has 12 stickers left. How many stickers did Katelyn give to her friend?




$$\boxed{6} + 12 = 18$$

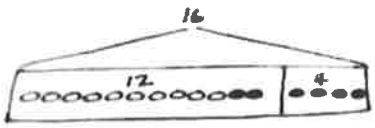
***Katelyn gave 6 stickers to her friend.***



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

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




1. Rose has 12 soccer practices this month. 6 practices are in the afternoon, but the rest are in the morning. How many practices will be in the morning?

Rose has _____ practices in the morning.

2. Ben caught 16 fish. He put some back in the lake. He brought home 7 fish. How many fish did he put back in the lake?

Ben put _____ fish back in the lake.



© 2018 Great Minds®. eureka-math.org

3. Nikil solved 9 problems on the first Sprint. He solved 11 problems on the second Sprint. How many problems did he solve on the two Sprints?

Nikil solved _____ problems on the Sprints.

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

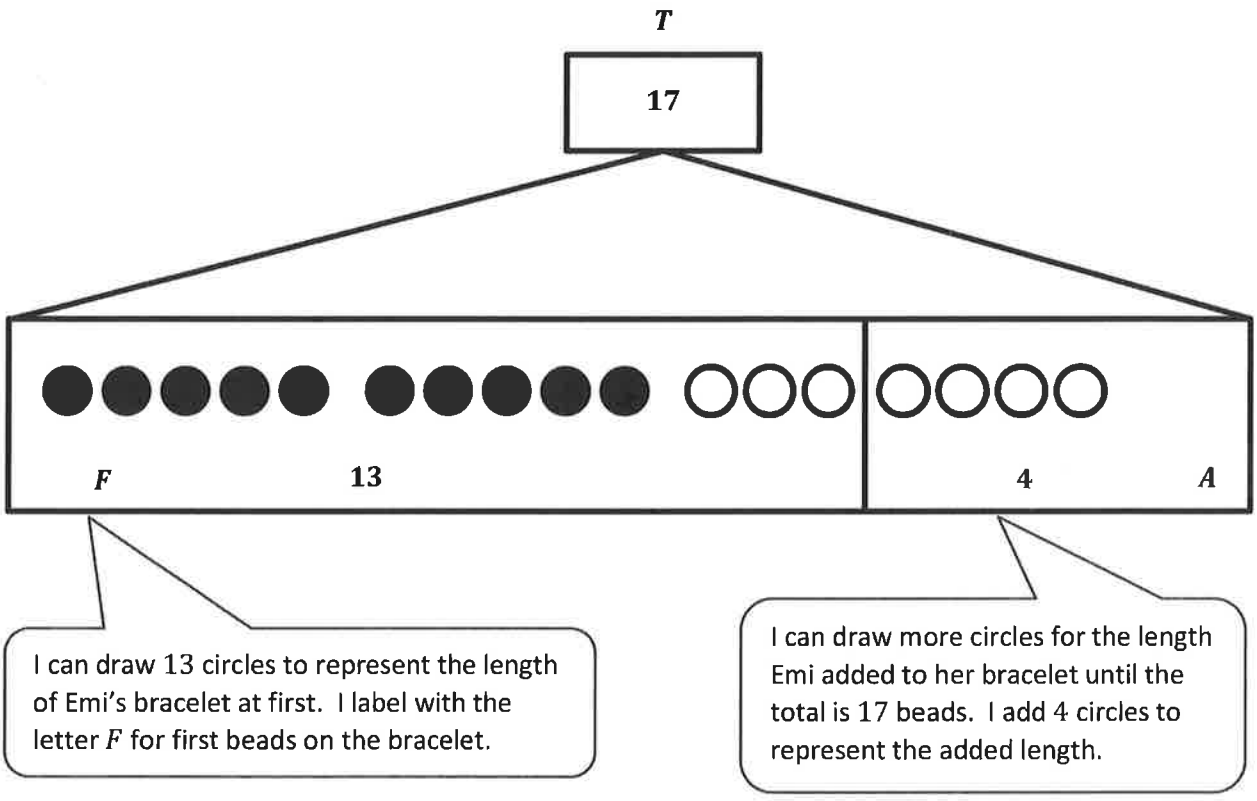
Shanika returned _____ books to the library.



© 2018 Great Minds®. eureka-math.org

Solve using the RDW process.

Emi made a bracelet that was 13 centimeters long. The bracelet didn't fit so she made the bracelet longer. Now the bracelet is 17 centimeters long. How many centimeters did Emi add to the bracelet?




$$13 + \boxed{4} = 17$$

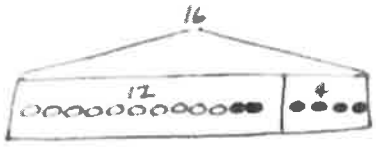
***Emi added 4 centimeters to the bracelet.***



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

**R**ead the word problem.
**D**raw a tape diagram and label.
**W**rite a number sentence and a statement that matches the story.




1. Fatima has 12 colored pencils in her bag. She has 6 regular pencils, too. How many pencils does Fatima have?

Fatima has _____ pencils.

2. Julio swam 7 laps in the morning. In the afternoon, he swam some more laps. He swam a total of 14 laps. How many laps did he swim in the afternoon?

Julio swam _____ laps in the afternoon.

3. Peter built 18 models. He built 13 airplanes and some cars. How many car models did he build?

Peter built _____ car models.



© 2018 Great Minds®. eureka-math.org

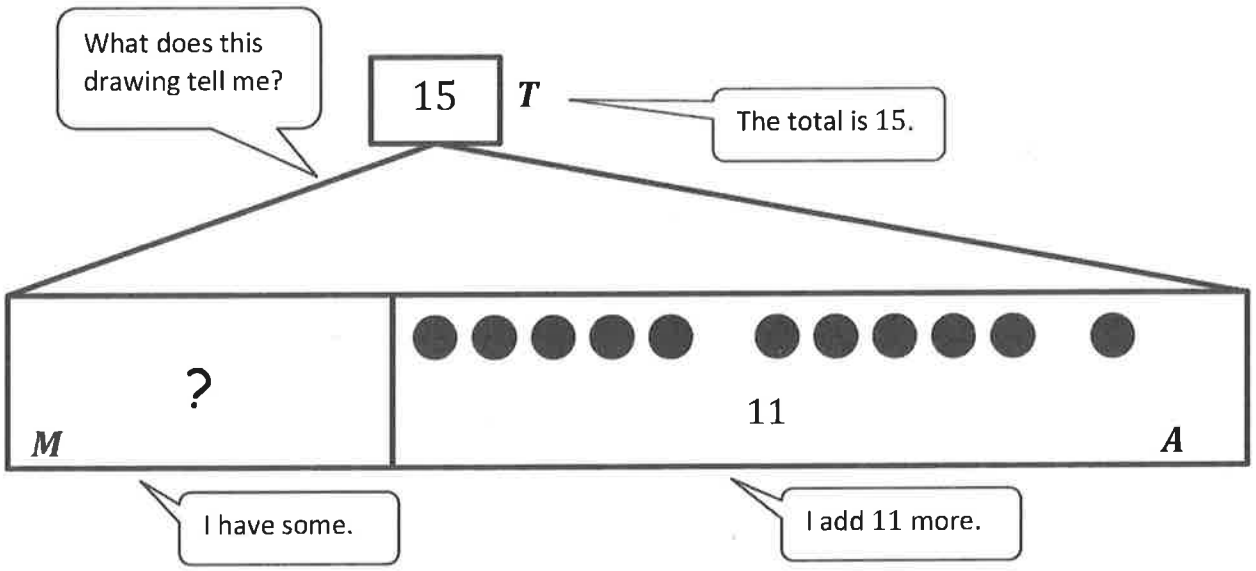
4. Kiana found some shells at the beach. She gave 8 shells to her brother. Now, she has 9 shells left. How many shells did Kiana find at the beach?

Kiana found _____ shells.



© 2018 Great Minds®. eureka-math.org

Use the tape diagrams to write a variety of word problems. Use the word bank, if needed. Remember to label your model after you write the story.




| Topics (Nouns) | | |
|---|---|---|
| flowers | goldfish | lizards |
| stickers | rockets | cars |
| frogs | crackers | marbles |

| Actions (Verbs) | | |
|---|---|---|
| hide | eat | go away |
| give | draw | get |
| collect | build | play |

I can use the words in the box to help me think of what to write, or I can think of my own idea.

***Beth picks some flowers for her mom in the morning. She picks 11 more flowers in the afternoon. Now she has 15 flowers for her mom. How many flowers did Beth pick in the morning?***



© 2018 Great Minds®. eureka-math.org

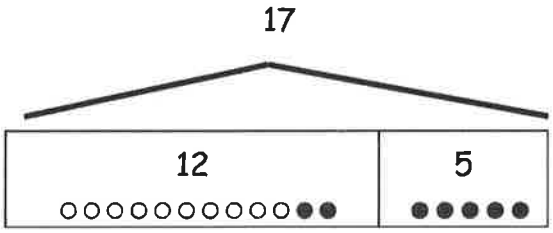
Name _____ Date _____

Use the tape diagrams to write a variety of word problems. Use the word bank if needed. Remember to label your model after you write the story.

| Topics (Nouns) | | |
|---|---|---|
| flowers | goldfish | lizards |
| stickers | rockets | cars |
| frogs | crackers | marbles |

| Actions (Verbs) | | |
|---|---|---|
| hide | eat | go away |
| give | draw | get |
| collect | build | play |

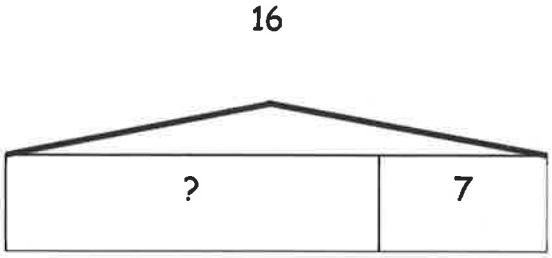
1.






© 2018 Great Minds®. eureka-math.org

2.



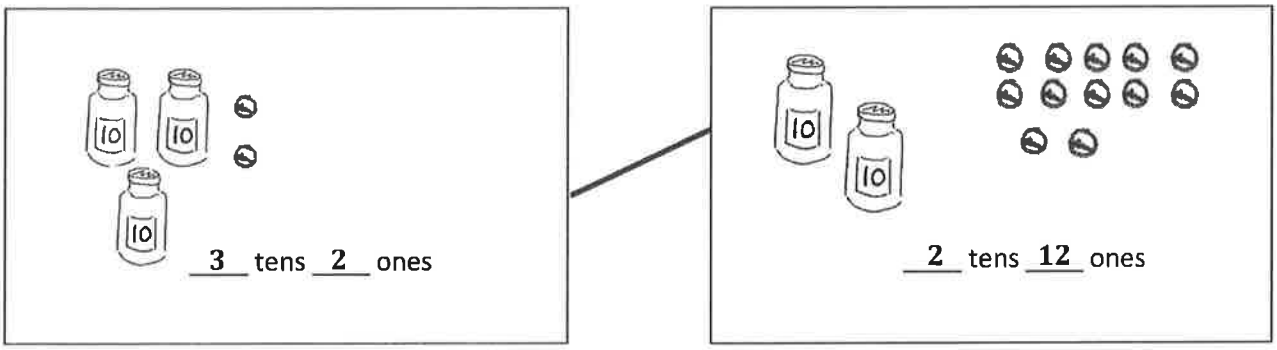



© 2018 Great Minds®. eureka-math.org

EUREKA MATH®

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

I can match these pictures because they both show 32. 3 tens 2 ones is equal to 2 tens 12 ones. If I bundle 10 ones in the picture on the right, it would have 3 tens 2 ones.




2. Match the place value charts that show the same amount.

The place value chart shows how many tens and ones. It's okay to have more than 9 in the ones. 2 tens 15 ones is 35.

| tens | ones |
|---|---|
| 3 | 5 |

| tens | ones |
|---|---|
| 3 | 7 |

| tens | ones |
|---|---|
| 0 | 37 |

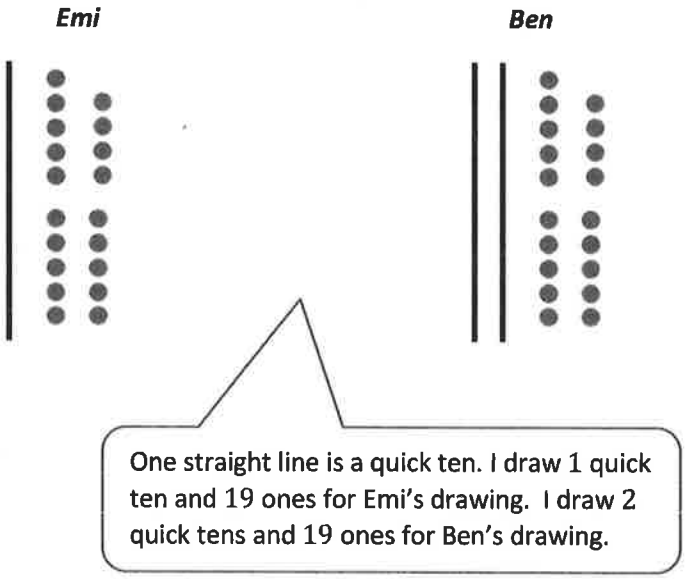
| tens | ones |
|---|---|
| 2 | 15 |

3 tens 7 ones is the same as 37 ones. I can unbundle the 3 tens, which makes 30 ones. I add the 7 ones, and now I have 37 ones.



© 2018 Great Minds®. eureka-math.org

3. Emi says 29 is the same as 1 ten 19 ones, and Ben says 29 is the same as 2 tens 19 ones. Draw quick tens to show if Emi or Ben is correct.




***Emi is correct because 1 ten 19 ones is the same as 29. Ben is not correct because 2 tens 19 ones is the same as 39, which is not 29.***



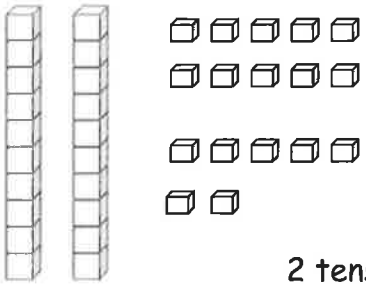
© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

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

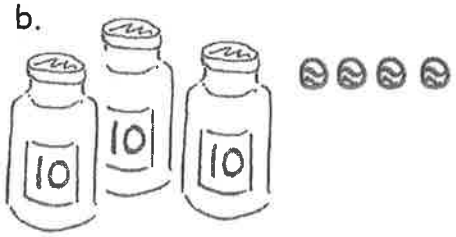
a.

__ tens __ ones

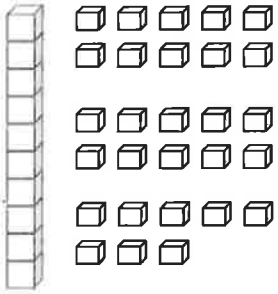


2 tens __ ones

b.

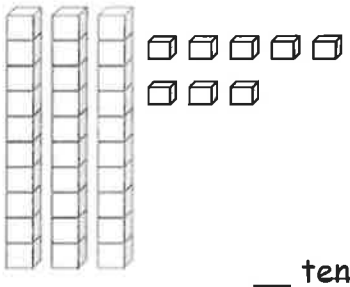



__ tens __ ones

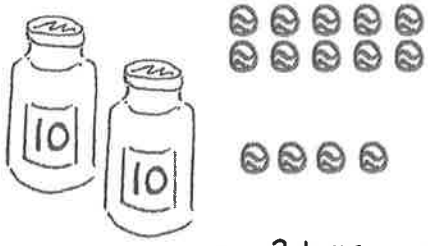


1 ten __ ones

c.

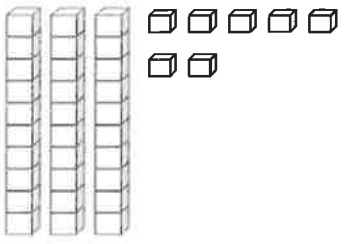


__ tens __ ones

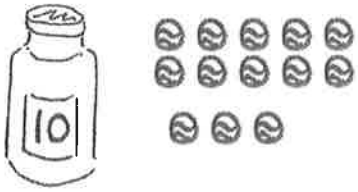



2 tens __ ones

d.



__ tens __ ones




1 ten __ ones



© 2018 Great Minds®. eureka-math.org

2. Match the place value charts that show the same amount.

a.

| tens | ones |
|---|---|
| 2 | 18 |

| tens | ones |
|---|---|
| 3 | 8 |

b.

| tens | ones |
|---|---|
| 1 | 16 |

| tens | ones |
|---|---|
| 2 | 1 |

c.

| tens | ones |
|---|---|
| 0 | 21 |

| tens | ones |
|---|---|
| 2 | 6 |

3. Check each sentence that is true.

☐ a. 35 is the same as 1 ten 25 ones.

☐ b. 28 is the same as 1 ten 18 ones.

☐ c. 36 is the same as 2 tens 16 ones.

☐ d. 39 is the same as 2 tens 29 ones.

4. Emi says that 37 is the same as 1 ten 27 ones, and Ben says that 37 is the same as 2 tens 7 ones. Draw quick tens to show if Emi or Ben is correct.



EUREKA MATH

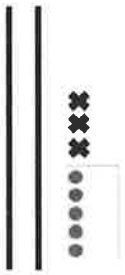
© 2018 Great Minds®. eureka-math.org

1. Solve using number bonds. Write the two number sentences that show that you added 10 first. Draw quick tens and ones if that helps you.

a.

$15 + 13 = \underline{28}$

10 3



$15 + 10 = 25$

$25 + 3 = 28$

I draw 15 using quick tens and ones. I can break apart 13 into 10 and 3. I add 15 and 10, which equals 25. I add the 3 ones to 25. I use x's to show I am adding the 3 ones.

b.

$16 + 23 = \underline{39}$

10 6

$23 + 10 = \underline{33}$

$\underline{33} + 6 = \underline{39}$

I want to add 10 first, so I break apart 16 into 10 and 6 using a number bond. I add 10 to 23 and get 33. Then, I add 33 and 6, which is my answer of 39.

2. Solve using number bonds.

a.

$17 + 23 = \underline{40}$

10 7

$23 + 10 = 33$

$33 + 7 = 40$

I can break apart 17 into 10 and 7 using a number bond. I add 10 and 23, which equals 33. Then, I add 33 and 7 to get my answer of 40.

b.

$22 + 18 = \underline{40}$

10 8

I didn't write the two number sentences because I was able to add in my head.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

1. Solve using number bonds. Write the two number sentences that show that you added the ten first. Draw quick tens and ones if that helps you.

a.

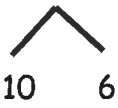
13 + 16 = _____

16 + 10 = 26

26 + 3 = 29

b.

16 + 23 = _____




23 + 10 = _____

_____ + 6 = _____

c.

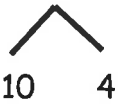
16 + 14 = _____

16 + 10 = _____

_____ + 4 = _____

d.

14 + 26 = _____

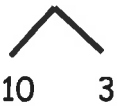



26 + 10 = _____

_____ + _____ = _____

e.

17 + 13 = _____




____ + ____ = _____

____ + ____ = _____

f.

27 + 13 = _____

____ + ____ = _____

____ + ____ = _____



© 2018 Great Minds®. eureka-math.org

2. Solve using number bonds. Part (a) has been started for you.

| | |
|---|---|
| a. 14 + 13 = _____<br> <br><br>_____ + _____ = _____<br>_____ + _____ = _____ | b. 24 + 14 = _____<br>_____ + _____ = _____<br>_____ + _____ = _____ |
| c. 15 + 14 = _____ | d. 24 + 15 = _____ |
| e. 22 + 17 = _____ | f. 27 + 12 = _____ |
| g. 18 + 12 = _____ | h. 28 + 12 = _____ |



© 2018 Great Minds®. eureka-math.org

EUREKA MATH

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

a.

$12 + 16 = \underline{28}$

10 2

$16 + 10 = 26$
$26 + 2 = 28$

b.

$23 + 17 = \underline{40}$

10 7

$23 + 10 = 33$
$33 + 7 = 40$

I need to add the tens first. I can break apart 12 into 10 and 2 and add 10 to 16 first. $10 + 16 = 26$. I still have 2 more to add: $26 + 2 = 28$.

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

a.

$23 + 16 = \underline{39}$

6 10

$23 + 6 = 29$
$29 + 10 = 39$

b.

$11 + 29 = \underline{40}$

10 1

$29 + 1 = 30$
$30 + 10 = 40$

I can still break apart 16 into 6 and 10, but this time I add the 6 ones to 23 first.

I notice that when I add my ones, the result is the next 10.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

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

| | |
|---|---|
| a. 12 + 14 = _____ | b. 14 + 21 = _____ |
| c. 15 + 14 = _____ | d. 25 + 14 = _____ |
| e. 23 + 16 = _____ | f. 16 + 24 = _____ |



© 2018 Great Minds®. eureka-math.org

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

| | |
|---|---|
| a. 27 + 10 = _____ | b. 27 + 13 = _____ |
| c. 13 + 26 = _____ | d. 26 + 14 = _____ |
| e. 12 + 18 = _____ | f. 18 + 21 = _____ |
| g. 19 + 11 = _____ | h. 21 + 19 = _____ |



© 2018 Great Minds®. eureka-math.org

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

I need to use the add ten first strategy. I break apart one of the numbers into 10 and some ones.

a. $25 + 14 =$ **39**

10 4

$25 + 10 =$ **35**

**35** + **4** = **39**

b. $19 + 15 =$ **34**

10 5

$19 + 10 =$ **29**

**29** + **5** = **34**

Adding 10 to a number is easy. I know $25 + 10 = 35$. Now I just have to add the ones; that's easy too.

2. Solve using a number bond to make a ten first. Write the two number sentences that help you.

a. $16 + 19 =$ **35**

15 1

**19** $+ 1 =$ **20**

**20** $+ 15 =$ **35**

b. $18 + 14 =$ **32**

2 12

**18** + **2** = **20**

**20** + **12** = **32**

16 is broken apart into 15 and 1 because 19 needs 1 more to make the next ten.

I could have also chosen to break apart 18 into 6 and 12 because I can make the next ten with 6 and 14.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

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

a. 18 + 13 = _____

10 3

18 + 10 = 28

28 + 3 = 31

b. 13 + 19 = _____

10 3

19 + 10 = 29

29 + 3 = 32

c. 17 + 15 = _____

10 5

17 + 10 = _____

_____ + 5 = _____

d. 17 + 16 = _____

10 6

17 + 10 = _____

_____ + 6 = _____

e. 17 + 14 = _____

10 4

17 + 10 = _____

_____ + _____ = _____

f. 19 + 17 = _____

10 7

19 + 10 = _____

_____ + _____ = _____



© 2018 Great Minds®. eureka-math.org

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

a. 19 + 13 = _____

1 12

19 + 1 = 20

20 + 12 = 32

b. 19 + 14 = _____

1 13

19 + 1 = 20

20 + 13 = 33

c. 18 + 15 = _____

2 13

18 + 2 = _____

20 + 13 = _____

d. 18 + 17 = _____

2 15

18 + 2 = _____

_____ + 15 = _____

e. 18 + 19 = _____

17 1

_____ + 1 = _____

_____ + 17 = _____

f. 19 + 19 = _____

18 1

_____ + _____ = _____

_____ + _____ = _____



© 2018 Great Minds®, eureka-math.org

EUREKA MATH

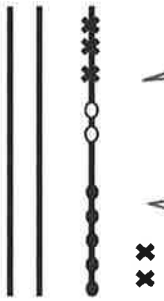
For the following problems, solve using the strategy that makes you feel most comfortable.

1. $15 + 17 =$ **32**

**10** **5**

**17 + 10 = 27**

**27 + 5 = 32**



I feel more comfortable using quick tens and ones. I can draw 17 with one quick ten and 7 ones. I draw the ones with 5 closed circles and 2 open circles, to help me see how many more 7 needs to make a new ten.

I can break apart 15 into 10 and 5, and add a quick ten next to the quick ten in 17. Now I only have 5 more to add. I use x's to draw this part to help keep track of how many I need to draw. I add 3 x's to the 7 ones in 17 . I draw a line through the circles and x's because 7 and 3 makes a ten, I have 2 more to draw, I can draw 2 more x's. My drawing shows 32.

2. $18 + 14 =$ **32**

**18 + 10 = 28**

**28 + 4 = 32**

For this problem, I feel most comfortable using the add ten first strategy, which means I break apart 14 into 10 and 4, and then I add 10 and 18 which makes 28. I have 4 more to add. 28 and 4 is 32.

3. $19 + 12 =$ **31**

**19 + 2 = 21**

**21 + 10 = 31**

For this problem, I feel most comfortable adding the ones first. 12 is ten and 2. I can add the 2 to 19, which makes 21. Then, I can quickly add the 10 to get the answer.

4. $19 + 18 =$ **37**

**19 + 1 = 20**

**20 + 17 = 37**

For this problem, I feel most comfortable making a 10. I know that 19 needs one more to make 20. I can easily break apart 18 into 1 and 17.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

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

| | |
|---|---|
| a. 17 + 14 = _____ | b. 16 + 15 = _____ |
| c. 17 + 15 = _____ | d. 18 + 13 = _____ |
| e. 18 + 15 = _____ | f. 18 + 16 = _____ |
| g. 19 + 15 = _____ | h. 19 + 16 = _____ |



© 2018 Great Minds®. eureka-math.org

2. Solve. You may draw quick tens and some ones to help you.

| | |
|---|---|
| a. 19 + 14 = _____ | b. 19 + 17 = _____ |
| c. 18 + 17 = _____ | d. 16 + 16 = _____ |
| e. 17 + 14 = _____ | f. 15 + 16 = _____ |
| g. 19 + 19 = _____ | h. 18 + 18 = _____ |



© 2018 Great Minds®. eureka-math.org

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

1. $26 + 13 =$ **39**

$$26 \xrightarrow{+10} 36 \xrightarrow{+3} 39$$

I solved using the arrow way because I know 13 is 10 and 3. I can add the 10 first to get 36 and then add 3. My answer is 39.

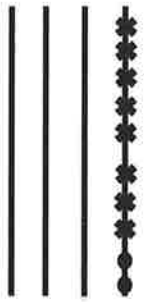
2. $18 + 18 =$ **36**

**2** **16**

$$18 + 2 = 20$$
$$20 + 16 = 36$$

I solved using a number bond. I made a ten. I know 18 needs 2 more to make 20, so I broke apart the other 18 into 2 and 16. I added 20 and 16 to get my answer of 36.

3. $22 + 18 =$ **40**



I solved using quick tens and ones. I can draw 2 quick tens and 2 ones. I can draw 18 more. 18 is 1 ten and 8 ones.

I can draw the 2 ones in 22 with circles and the 8 ones in 18 with x's. When I do this I make a new ten and draw a line through it.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

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

| | |
|---|---|
| a. 13 + 16 = _____ | b. 15 + 16 = _____ |
| c. 16 + 16 = _____ | d. 26 + 12 = _____ |
| e. 22 + 17 = _____ | f. 17 + 15 = _____ |
| g. 17 + 16 = _____ | h. 18 + 17 = _____ |



© 2018 Great Minds®. eureka-math.org

| | |
|---|---|
| i. 24 + 13 = _____ | j. 15 + 24 = _____ |
| k. 19 + 16 = _____ | l. 14 + 22 = _____ |
| m. 27 + 12 = _____ | n. 28 + 12 = _____ |
| o. 18 + 17 = _____ | p. 19 + 18 = _____ |



© 2018 Great Minds®. eureka-math.org

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

1. $24 + 16 =$ **40**

$24 \overset{+10}{\longrightarrow} 34 \overset{+6}{\rightarrow} 40$

I solved using the arrow way because I know 16 is 10 and 6. I can add the 10 to 24 first to get 34. I know that 34 and 6 is 40.

2. $17 + 12 =$ **29**

**10** **2**

I solved using a number bond. I added 17 and 10 and got 27. Then I added 27 and 2 to get my answer of 29. I didn't need to write the number sentences because I can do the math in my head.

I didn't solve any using drawings this time. Using the arrow way and number bonds is more efficient for me now. If I get stuck I can always use a quick ten drawing.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

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

| | |
|---|---|
| a. 13 + 15 = _____ | b. 26 + 12 = _____ |
| c. 23 + 16 = _____ | d. 17 + 16 = _____ |
| e. 14 + 17 = _____ | f. 27 + 12 = _____ |
| g. 15 + 18 = _____ | h. 18 + 16 = _____ |



© 2018 Great Minds®. eureka-math.org

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

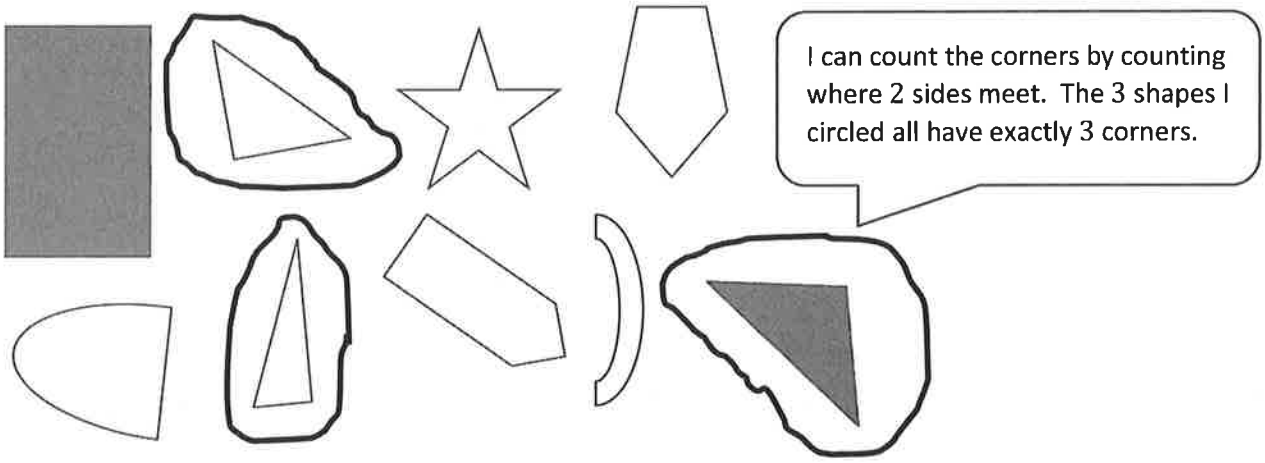
| | |
|---|---|
| a. 17 + 12 = _____ | b. 21 + 17 = _____ |
| c. 17 + 15 = _____ | d. 27 + 13 = _____ |
| e. 23 + 14 = _____ | f. 18 + 17 = _____ |
| g. 18 + 11 = _____ | h. 18 + 18 = _____ |



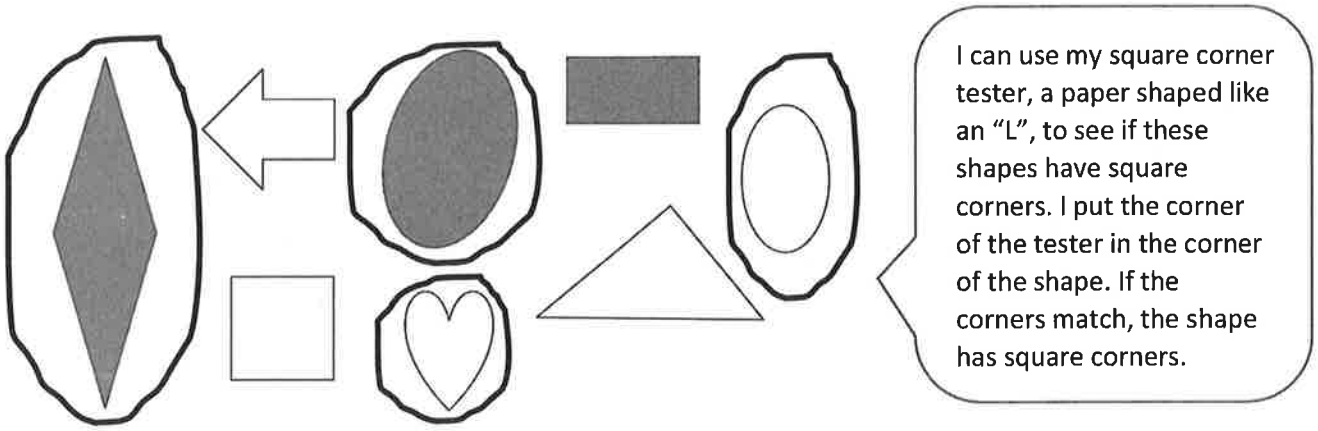
© 2018 Great Minds®. eureka-math.org

# Grade 1
# Module 5

1. Circle the shapes that have exactly 3 corners.



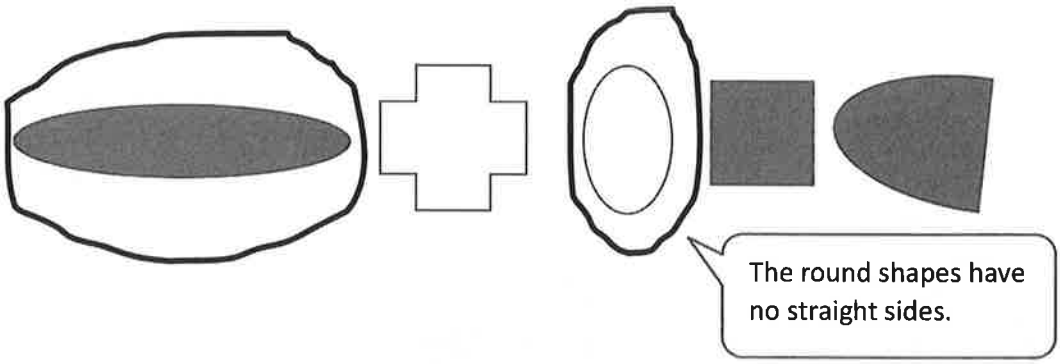

2. Circle the shapes that have no square corners.





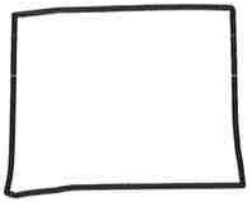

© 2018 Great Minds®. eureka-math.org

3. Circle the shapes that have no straight sides.




4.

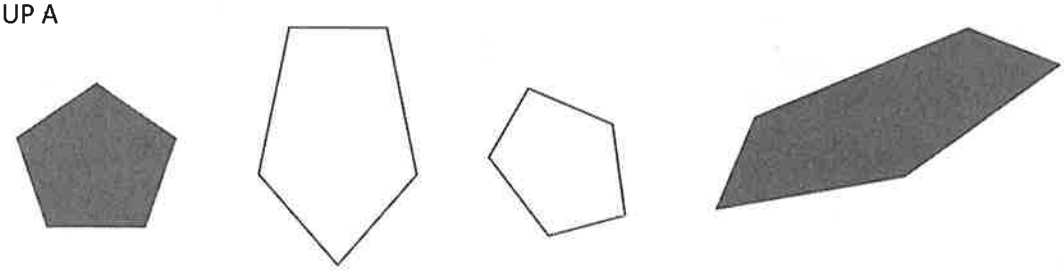
a. Draw a shape that has only square corners.



b. Draw another shape with only square corners that is different from the shape you drew in part (a) and from the ones above.

5. Which attributes, or characteristics, are the same for all of the shapes in Group A?

GROUP A



They all ***have 5 straight sides***.

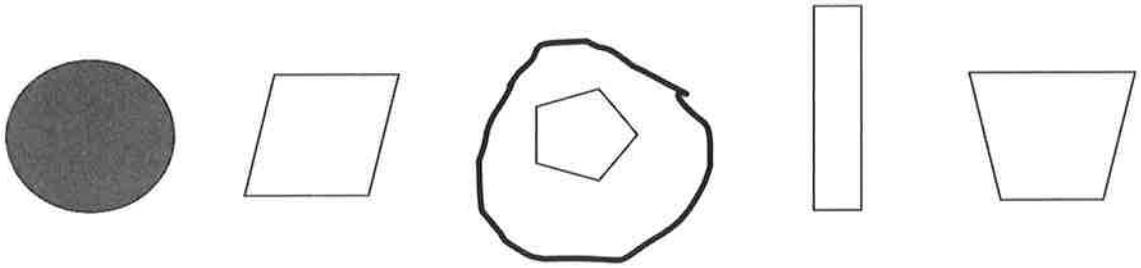
They all ***have 5 corners***.



© 2018 Great Minds®. eureka-math.org

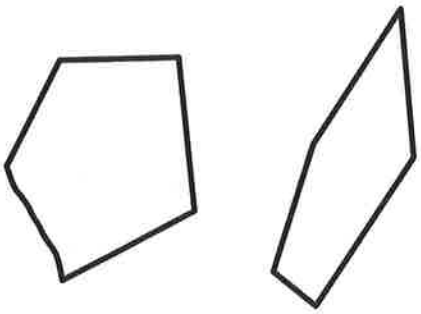
6.

a. Circle the shape that best fits with Group A in Problem 5.

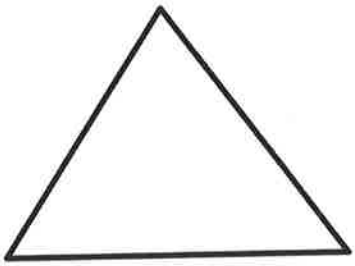


This shape has 5 straight sides and 5 corners just like the shapes from Group A!

b. Draw 2 more shapes that would fit with Group A.



c. Draw 1 shape that would **not** fit with Group A.



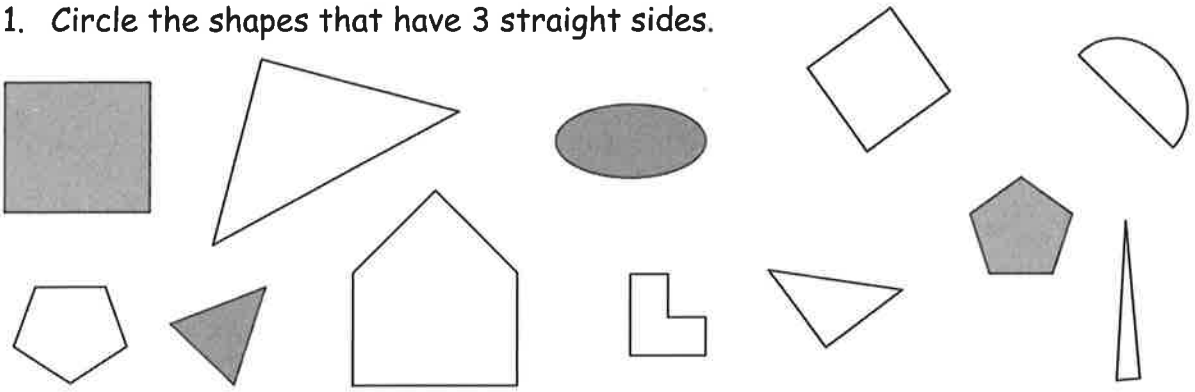
I can draw any shape I want, as long as it doesn't have 5 straight sides and 5 corners!



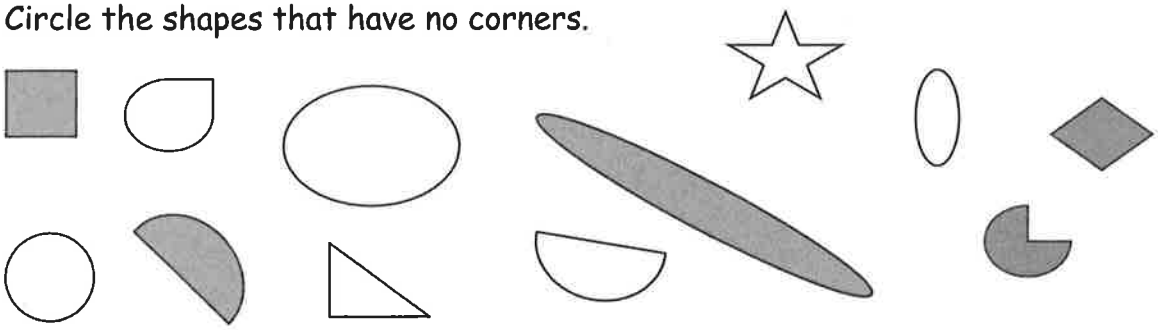
© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

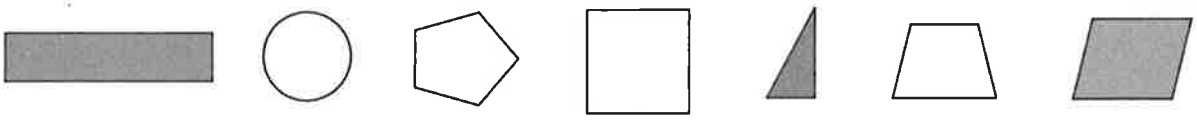
1. Circle the shapes that have 3 straight sides.



2. Circle the shapes that have no corners.



3. Circle the shapes that have only square corners.



4.

a. Draw a shape that has 4 straight sides.

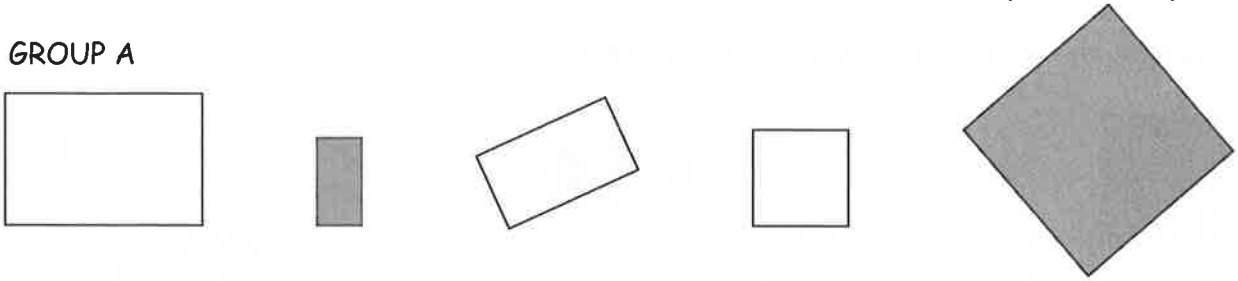
b. Draw another shape with 4 straight sides that is different from 4(a) and from the ones above.



© 2018 Great Minds®. eureka-math.org

5. Which attributes, or characteristics, are the same for all of the shapes in Group A?

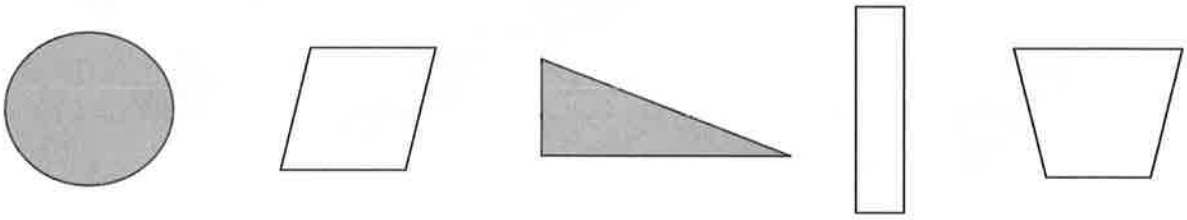
GROUP A



They all _____.

They all _____.

6. Circle the shape that best fits with Group A.



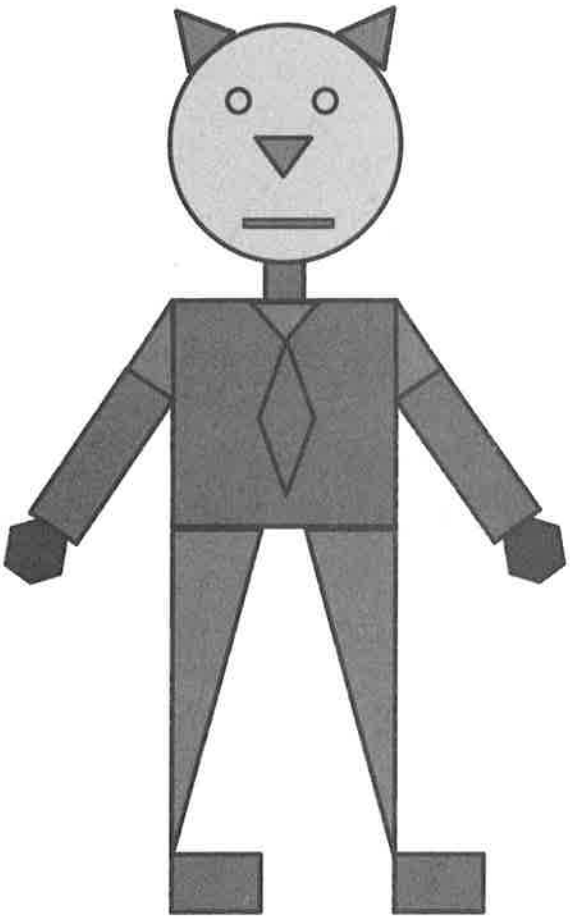
| 7. Draw 2 more shapes that would fit in Group A. | 8. Draw 1 shape that would **not** fit in Group A. |
|---|---|



© 2018 Great Minds®. eureka-math.org

1. Color the shapes using the key. Write the number of shapes you colored on each line.

| Key |
| --- |
| RED—4 straight sides: 8 |
| GREEN—3 straight sides: 8 |
| BLUE—6 straight sides: 2 |
| YELLOW—0 straight sides: 3 |



I count each side to know which color to make it. I know that yellow will be a circle because round shapes have no straight sides!

A triangle has 3 straight sides and 3 corners.

I colored 8 triangles.

A hexagon has 6 straight sides and 6 corners.

I colored 2 hexagons.

A circle has 0 straight sides and 0 corners.

I colored 3 circles.

The cat's neck and body look like squares. Squares are rhombuses, too! The cat's tie also is a rhombus. That makes 3 rhombuses.

A rhombus has 4 straight sides that are equal in length and 4 corners.

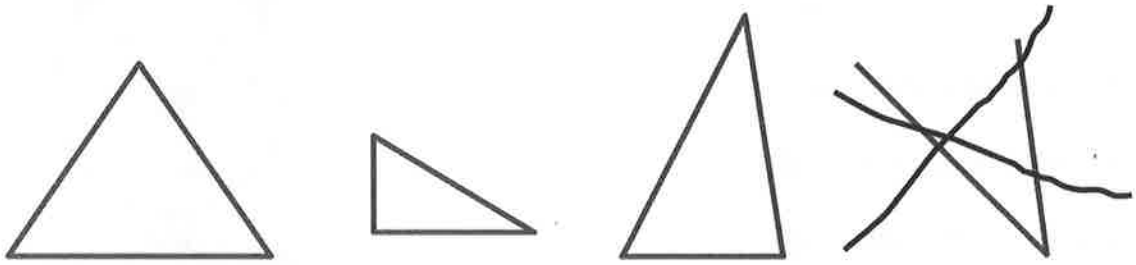
I colored 3 rhombuses.



© 2018 Great Minds®. eureka-math.org

2. A triangle is a closed shape with 3 straight sides and 3 corners.

a. Cross off the shape that is **not** a triangle.



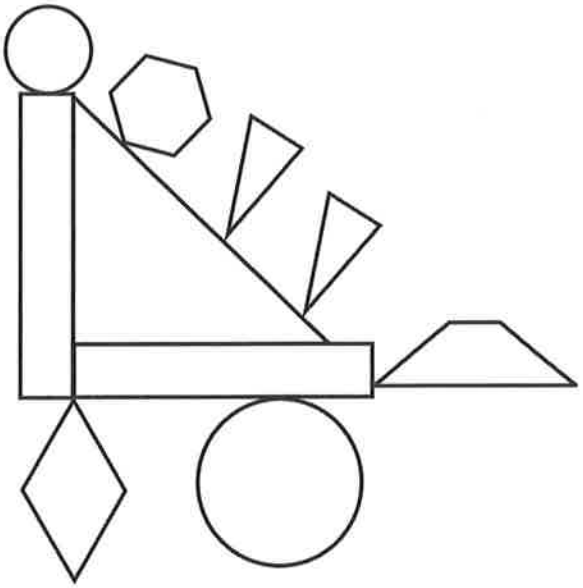
b. Explain your thinking: ***The shape that I crossed off is not a triangle because it is missing an open shape and doesn't have 3 sides.***


© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

1. Color the shapes using the key. Write the number of shapes you colored on each line.

| Key | |
|---|---|
| RED 3 straight sides: | _____ |
| BLUE 4 straight sides: | _____ |
| GREEN 6 straight sides: | _____ |
| YELLOW 0 straight sides: | _____ |



2.
   a. A **triangle** has ____ straight sides and ____ corners.
   b. I colored ____ triangles.

3.
   a. A **hexagon** has ____ straight sides and ____ corners.
   b. I colored ____ hexagon.

4.
   a. A **circle** has ____ straight sides and ____ corners.
   b. I colored ____ circles.


© 2018 Great Minds®. eureka-math.org

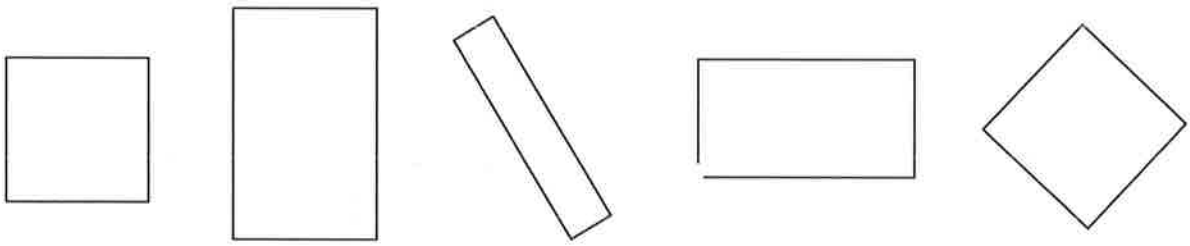
5.

a. A **rhombus** has ____ straight sides that are equal in length and ____ corners.

b. I colored ____ rhombus.

6. A **rectangle** is a closed shape with 4 straight sides and 4 square corners.

a. Cross off the shape that is NOT a rectangle.

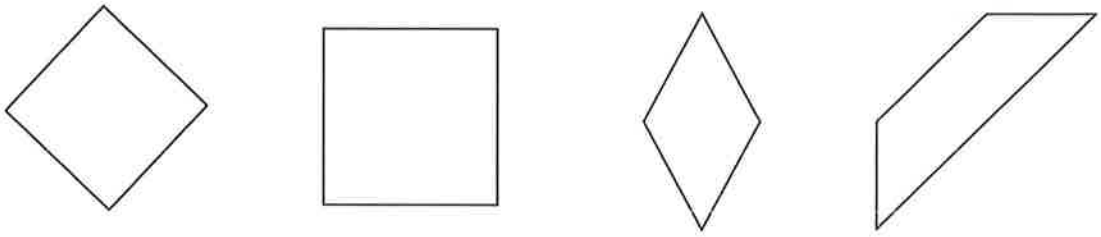


b. Explain your thinking: _____

_____

7. A **rhombus** is a closed shape with 4 straight sides of the same length.

a. Cross off the shape that is NOT a rhombus.

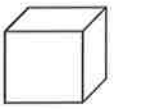
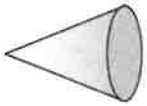


b. Explain your thinking: _____

_____


© 2018 Great Minds®. eureka-math.org

1. Go on a scavenger hunt for 3-dimensional shapes. Look for objects that would fit in the chart below.

| Cube | Rectangular Prism | Cylinder | Sphere | Cone |
|---|---|---|---|---|
|  | | | |  |
| | | | | |

I know that this gift is a cube because it has 6 faces and all the faces are square!

My fish tank is like a cube. It has 6 faces, but not all of them are square. That is how I know it is a rectangular prism!

I have a lot of cylinders in my kitchen! There are a lot of cans in there!

The orange I ate for a snack is a sphere. It is round! It has no flat sides!

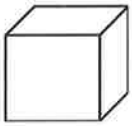
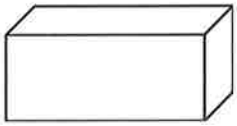
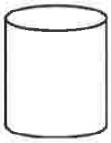
The cone I use at soccer practice is pointy on one end and opens with a circle on the other end.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

1. Go on a scavenger hunt for 3-dimensional shapes. Look for objects at home that would fit in the chart below. Try to find at least four objects for each shape.

| Cube  | Rectangular Prism  | Cylinder  | Sphere | Cone |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |



© 2018 Great Minds®. eureka-math.org

2. Choose one object from each column. Explain how you know that object belongs in that column. Use the word bank if needed.

Word Bank

| | | | | |
|---|---|---|---|---|
| faces | circle | square | roll | six |
| sides | rectangle | point | flat | |

a. I put the _____ in the cube column because _____.

b. I put the _____ in the cylinder column because _____.

c. I put the _____ in the sphere column because _____.

d. I put the _____ in the cone column because _____.

e. I put the _____ in the rectangular prism column because _____.

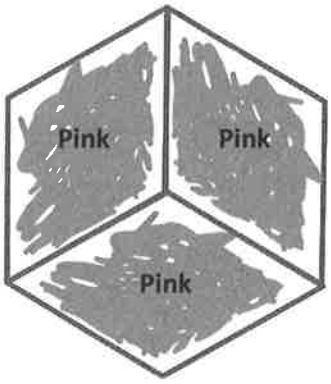


© 2018 Great Minds®. eureka-math.org

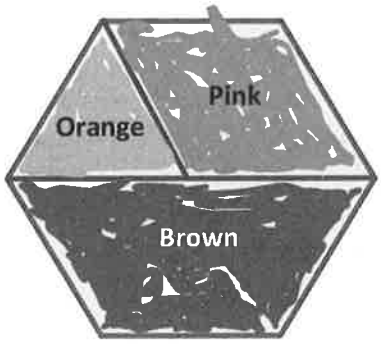
1. Cut out the pattern block shapes from the bottom of the page. Color them to match the key, which is different from the pattern block colors in class. Trace or draw to show what you did.

| Hexagon—purple | Triangle—orange | Rhombus—pink | Trapezoid—brown |
|---|---|---|---|

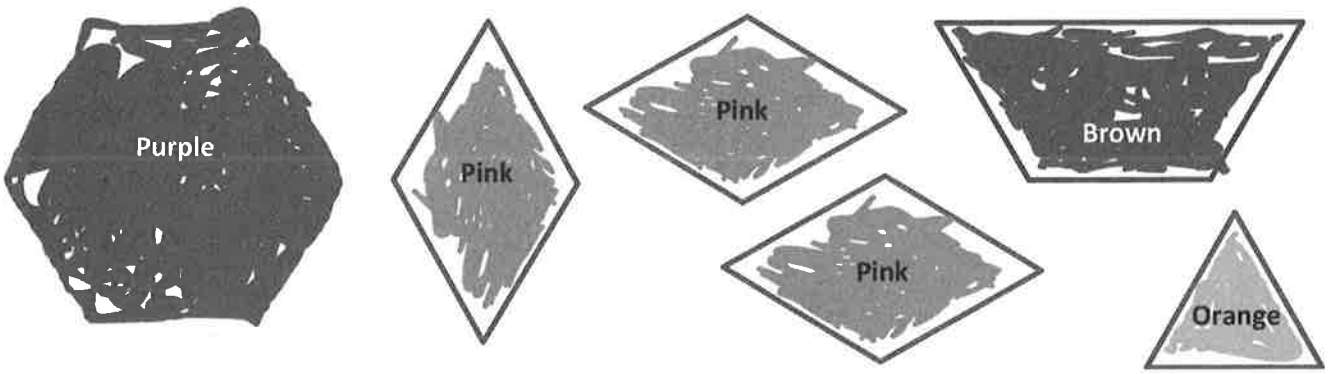
Use 3 rhombuses to make a hexagon.




Use 1 trapezoid, 1 rhombus, and 1 triangle to make 1 hexagon.



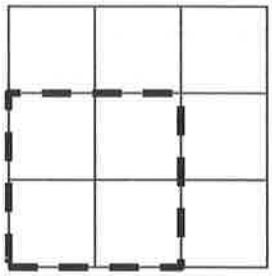

I can make a bigger shape, or a composite shape, by putting smaller shapes together!






© 2018 Great Minds®. eureka-math.org

2. How many smaller squares do you see in this square?



I can find **13** squares in this large square.

I know each little individual square counts as 1, so that makes 9. There are also 4 medium squares that are made of 4 little squares, so altogether that makes 13.



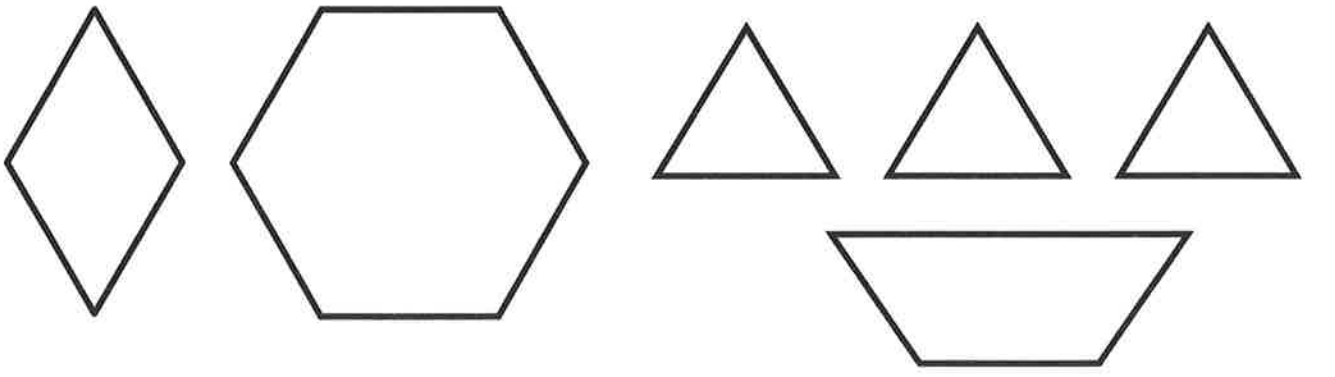
© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

Cut out the pattern block shapes from the bottom of the page. Color them to match the key, which is different from the pattern block colors in class. Trace or draw to show what you did.

| Hexagon—red | Triangle—blue | Rhombus—yellow | Trapezoid—green |
|---|---|---|---|

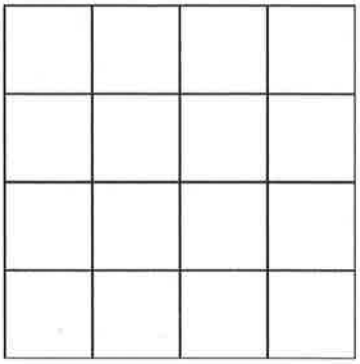
| 1. Use 3 triangles to make 1 trapezoid. | 2. Use 3 triangles to make 1 trapezoid, and then add 1 trapezoid to make 1 hexagon. |
|---|---|





© 2018 Great Minds®. eureka-math.org

3. How many squares do you see in this large square?



I can find _____ squares in this rectangle.

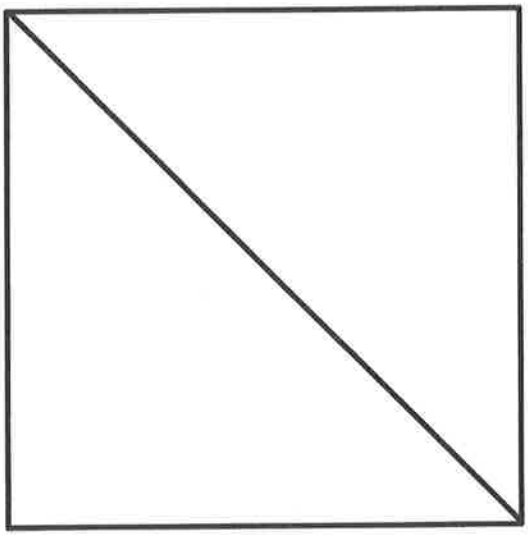


© 2018 Great Minds®. eureka-math.org

Use your tangram pieces to complete the problems below.

Draw or trace to show the parts you used to make the shape.

1. Use 2 triangles to make a square.

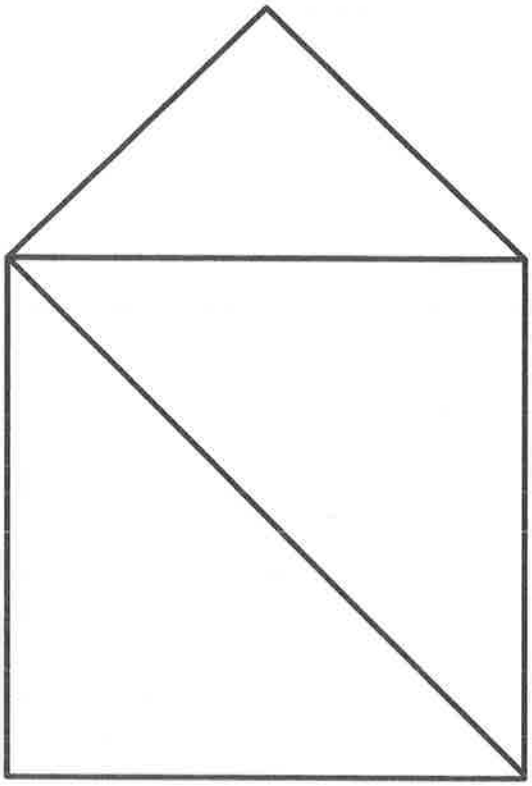


I can make a square with two triangles just like I did in class! I know that if I fold a square in half diagonally, it will make two triangles, so I just put my triangles together with the long sides touching, and it makes a square!



© 2018 Great Minds®. eureka-math.org

2. Use the square you made and a triangle to make a house.



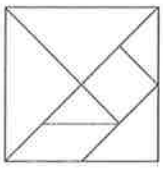
I can add to my square to make a house. I just take the small triangle from my tangram pieces and put it on top to make a roof!



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

1. Cut out all of the tangram pieces from the separate piece of paper provided.



2. Tell a family member the name of each shape.

3. Follow the directions to make each shape below. Draw or trace to show the parts you used to make the shape.

   a. Use 2 tangram pieces to make 1 triangle.

   b. Use 1 square and 1 triangle to make 1 trapezoid.

   c. Use one more piece to change the trapezoid into a rectangle.

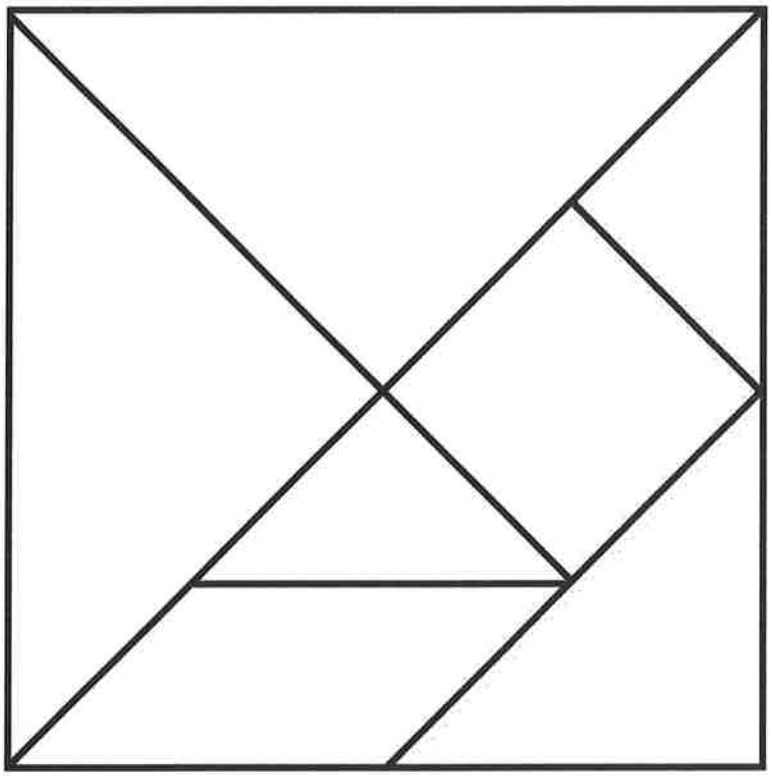


© 2018 Great Minds®. eureka-math.org

4. Make an animal with all of your pieces. Draw or trace to show the pieces you used. Label your drawing with the animal's name.



© 2018 Great Minds®. eureka-math.org

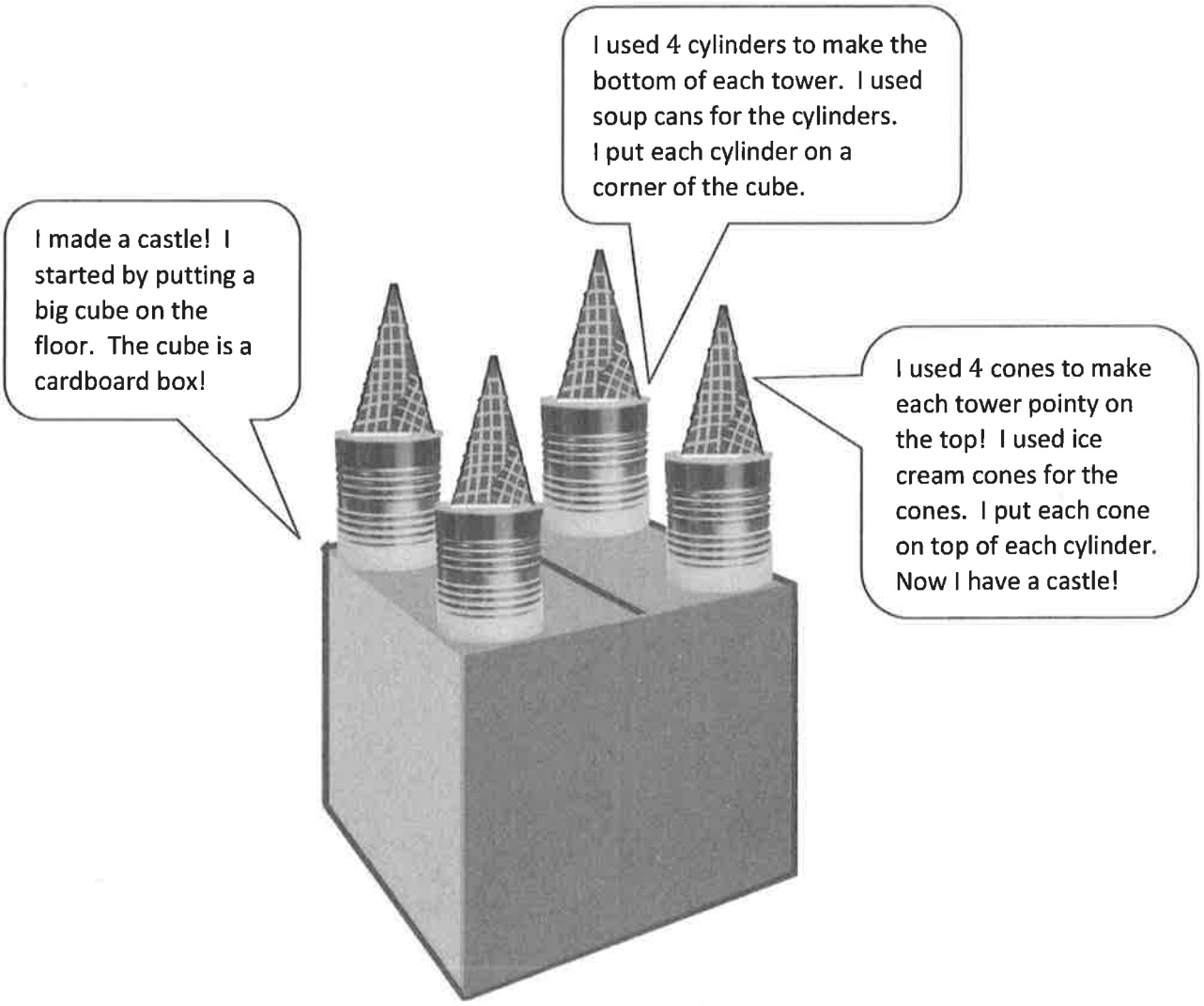


tangram



© 2018 Great Minds®. eureka-math.org

Use some 3-dimensional shapes to make a structure. Ask someone at home to take a picture of your structure.

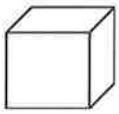
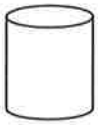





© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

Use some 3-dimensional shapes to make another structure. The chart below gives you some ideas of objects you could find at home. You can use objects from the chart or other objects you may have at home.

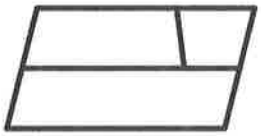
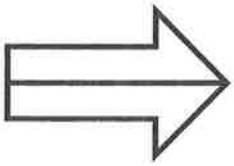
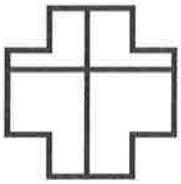
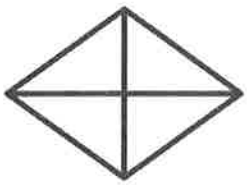
| Cube  | Rectangular prism | Cylinder  | Sphere  | Cone |
|---|---|---|---|---|
| Block | Food box: Cereal, macaroni and cheese, spaghetti, cake mix, juice box | Food can: Soup, vegetables, tuna fish, peanut butter | Balls: Tennis ball, rubber band ball, basketball, soccer ball | Ice cream cone |
| Dice | Tissue box | Toilet paper or paper towel roll | Fruit: Orange, grapefruit, melon, plum, nectarine | Party hat |
| | Hardcover book | Glue stick | Marbles | Funnel |
| | DVD or video game box | | | |

Ask someone at home to take a picture of your structure. If you are unable to take a picture, try to sketch your structure or write the directions on how to build your structure on the back of the paper.



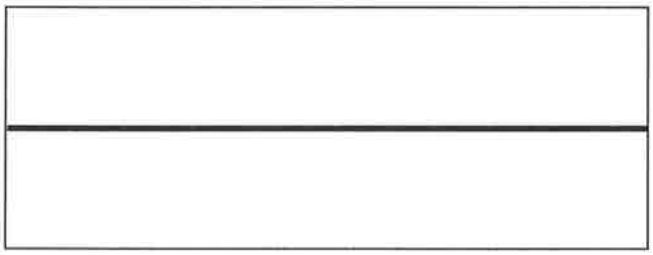
© 2018 Great Minds®. eureka-math.org

1. Are the shapes divided into equal parts? Write **Y** for yes or **N** for no. If the shape has equal parts, write how many equal parts there are on the line.

| | | |
|---|---|---|
| a. Y ___ 2 ___ | b.  N ___ ___ | c. Y ___ 4 ___ |
| d.  Y ___ 2 ___ | e.  N ___ ___ | f.  Y ___ 4 ___ |

I know there are equal parts when every part is exactly the same. If every part is exactly the same, I just count how many!

2. Draw 1 line to make 2 equal parts. What smaller shapes did you make?



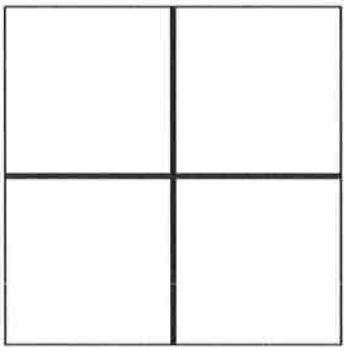
I can make 2 equal parts in different ways. I can make 2 rectangles or 2 triangles.

I made 2 ___*rectangles*___.



© 2018 Great Minds®. eureka-math.org

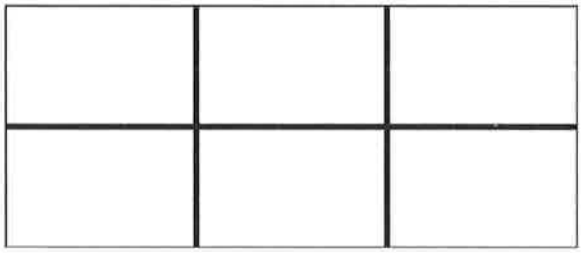
3. Draw 2 lines to make 4 equal parts. What smaller shapes did you make?



I made 4 ***squares***.

I can make 4 equal parts by drawing 2 lines. Then I have 4 smaller squares that are all equal!

4. Draw lines to make 6 equal parts. What smaller shapes did you make?



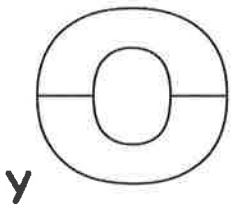
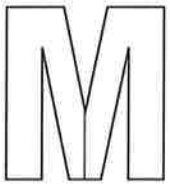
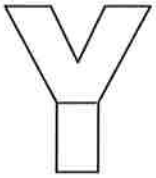
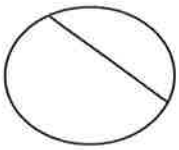
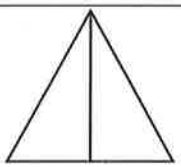
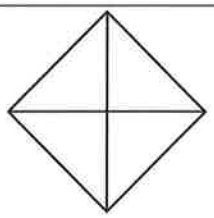
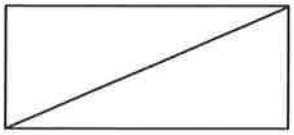
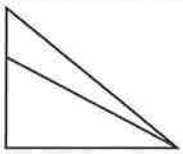
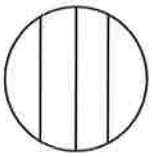
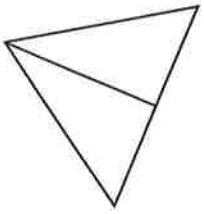
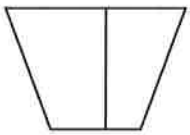
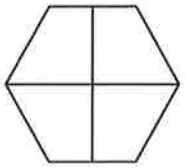
I made 6 ***rectangles***.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

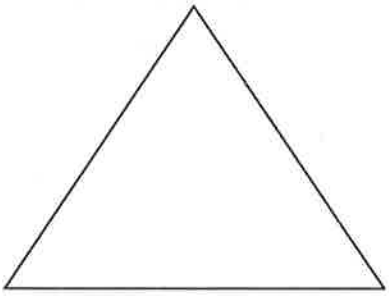
1. Are the shapes divided into equal parts? Write **Y** for yes or **N** for no. If the shape has equal parts, write how many equal parts there are on the line. The first one has been done for you.

| | | |
|---|---|---|
| a.   | b.  | c.  |
| d.  | e.  | f.  |
| g.  | h.  | i.  |
| j.  | k.  | l.  |
| m. | n. | o. |



© 2018 Great Minds®. eureka-math.org

2. Draw 1 line to make 2 equal parts. What smaller shapes did you make?

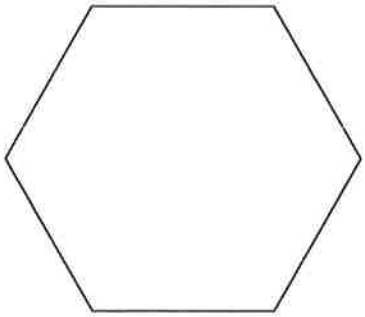


I made 2 _____.

3. Draw 2 lines to make 4 equal parts. What smaller shapes did you make?

I made 4 _____.

4. Draw lines to make 6 equal parts. What smaller shapes did you make?

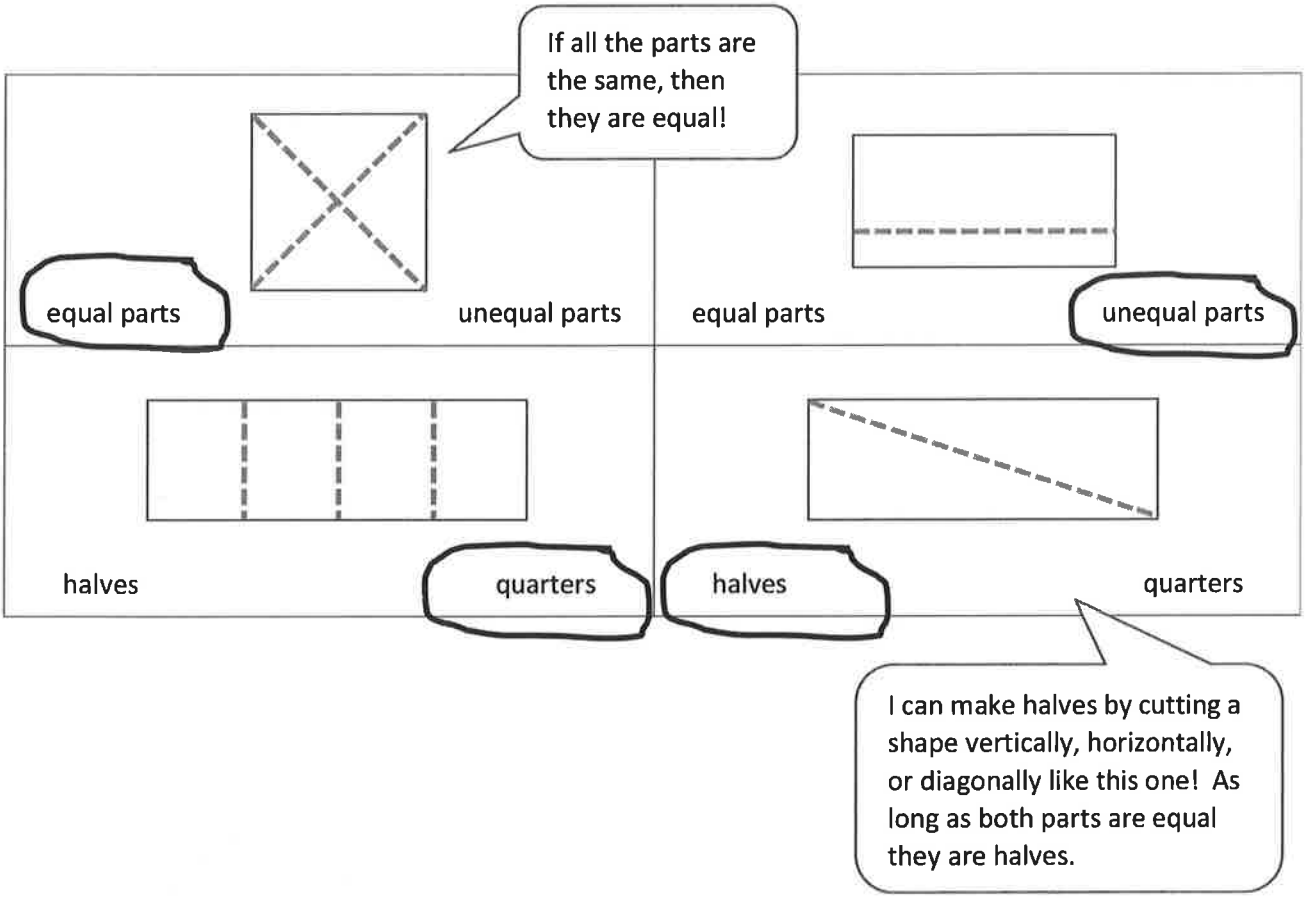


I made 6 _____.



© 2018 Great Minds®. eureka-math.org

1. Circle the correct word(s) to tell how each shape is divided.

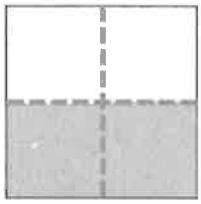




© 2018 Great Minds®. eureka-math.org

2. What part of the shape is shaded? Circle the correct answer.

a.



1 half

1 quarter

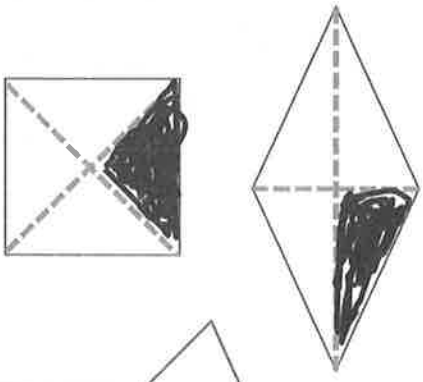
Even though this shape has 4 equal parts, 2 of them are shaded. I can see that half the shape is shaded.

b.

1 half

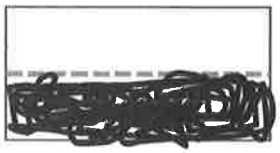
1 quarter

3. Color 1 quarter of each shape.



To color a quarter, I just color 1 of the 4 equal parts!

4. Color 1 half of each shape.



To color a half, I just color 1 of the 2 equal parts!

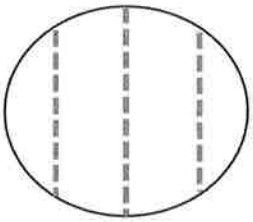
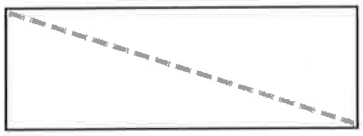
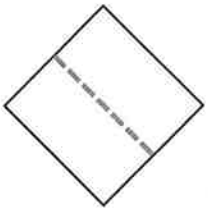
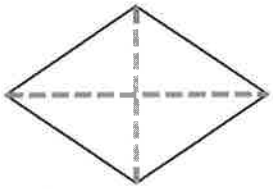
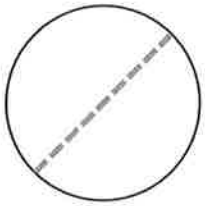
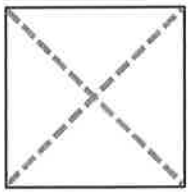
To color a half of this shape I need to color 2 of the 4 equal parts.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

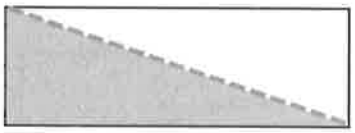
1. Circle the correct word(s) to tell how each shape is divided.

| | |
|---|---|
| a.  equal parts unequal parts | b.  equal parts unequal parts |
| c.  halves fourths | d. halves quarters |
| e.  halves quarters | f.  fourths halves |
| g.  quarters halves | h. halves fourths |

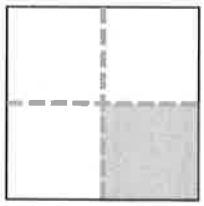


© 2018 Great Minds®. eureka-math.org

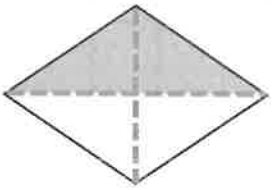
2. What part of the shape is shaded? Circle the correct answer.

a. 

1 half 1 quarter

b. 

1 half 1 quarter

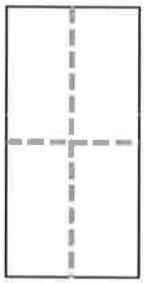
c. 

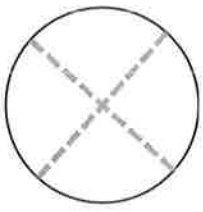
1 half 1 quarter

d.

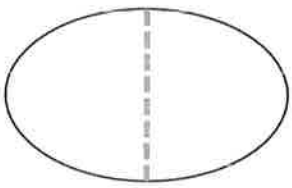
1 half 1 quarter

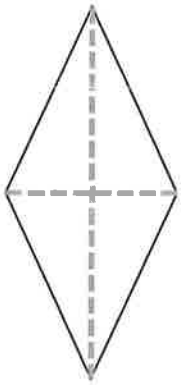
3. Color 1 quarter of each shape.





4. Color 1 half of each shape.



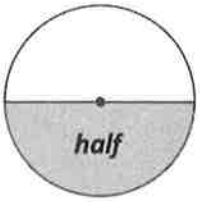




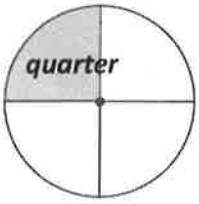
© 2018 Great Minds®. eureka-math.org

1. Label the shaded part of each picture as one half of the shape or one quarter of the shape.

A




B




Which picture has been cut into more equal parts? ***B***

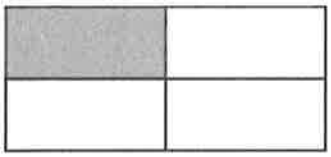
Which picture has larger equal parts? ***A***

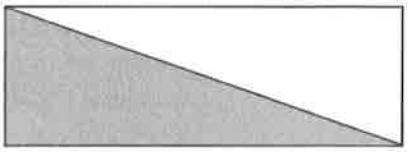
Which picture has smaller equal parts? ***B***

Picture B has been cut into 4 equal parts, and Picture A has been cut into 2 equal parts.

If these were pieces of pizza, I would want the piece from Picture A so that I could have the bigger piece! One half is bigger than one quarter.

2. Write whether the shaded part of each shape is a half or a quarter.





***quarter***

I know this is a quarter because there are 4 equal parts.

***half***

I know this is a half because there are 2 equal parts.



© 2018 Great Minds®. eureka-math.org

3. Color part of the shape to match its label. Circle the phrase that would make the statement true.

One quarter of the circle

is larger than
is smaller than
is the same size as

one half of the circle.

A quarter is smaller than a half. If you cut a shape into quarters, you cut it into 4 equal parts. If you cut a shape into halves, you make only 2 equal parts. The more equal parts there are, the smaller the size of the parts.



© 2018 Great Minds®. eureka-math.org

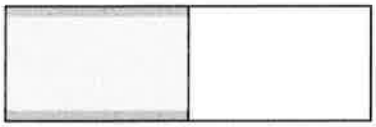
Name _____ Date _____

1. Label the shaded part of each picture as one half of the shape or one quarter of the shape.

A

Which picture has been cut into more equal parts? ____

Which picture has larger equal parts? ____

B 

Which picture has smaller equal parts? ____

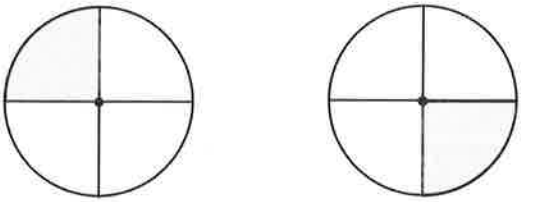
2. Write whether the shaded part of each shape is a half or a quarter.

a.

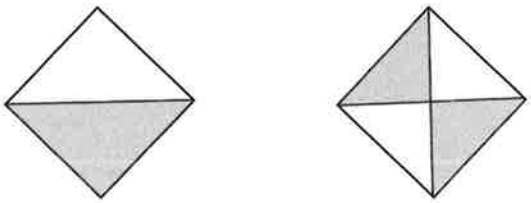
_____ _____

b.

_____ _____

c. 

_____ _____

d. 

_____ _____

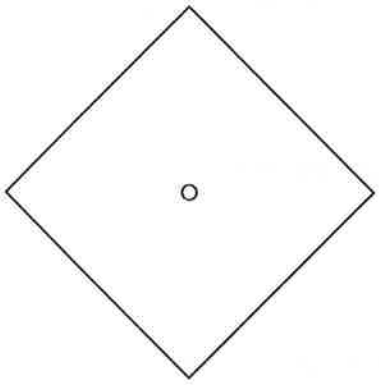


© 2018 Great Minds®. eureka-math.org

3. Color part of the shape to match its label. Circle the phrase that would make the statement true.

a.

One quarter of the square

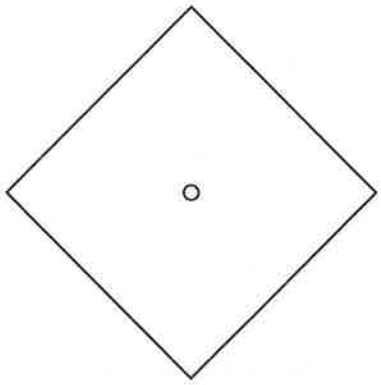


is larger than

is smaller than

is the same size as

one half of the square.



b.

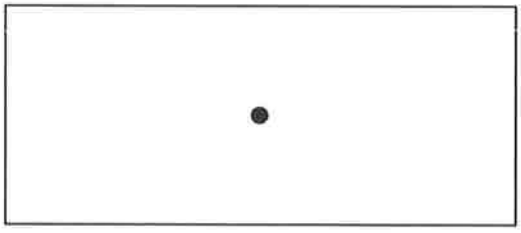
One quarter of the rectangle

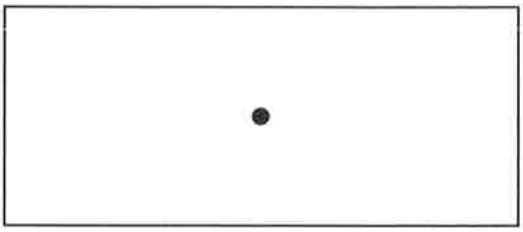
is larger than

is smaller than

is the same size as

one fourth of the rectangle.

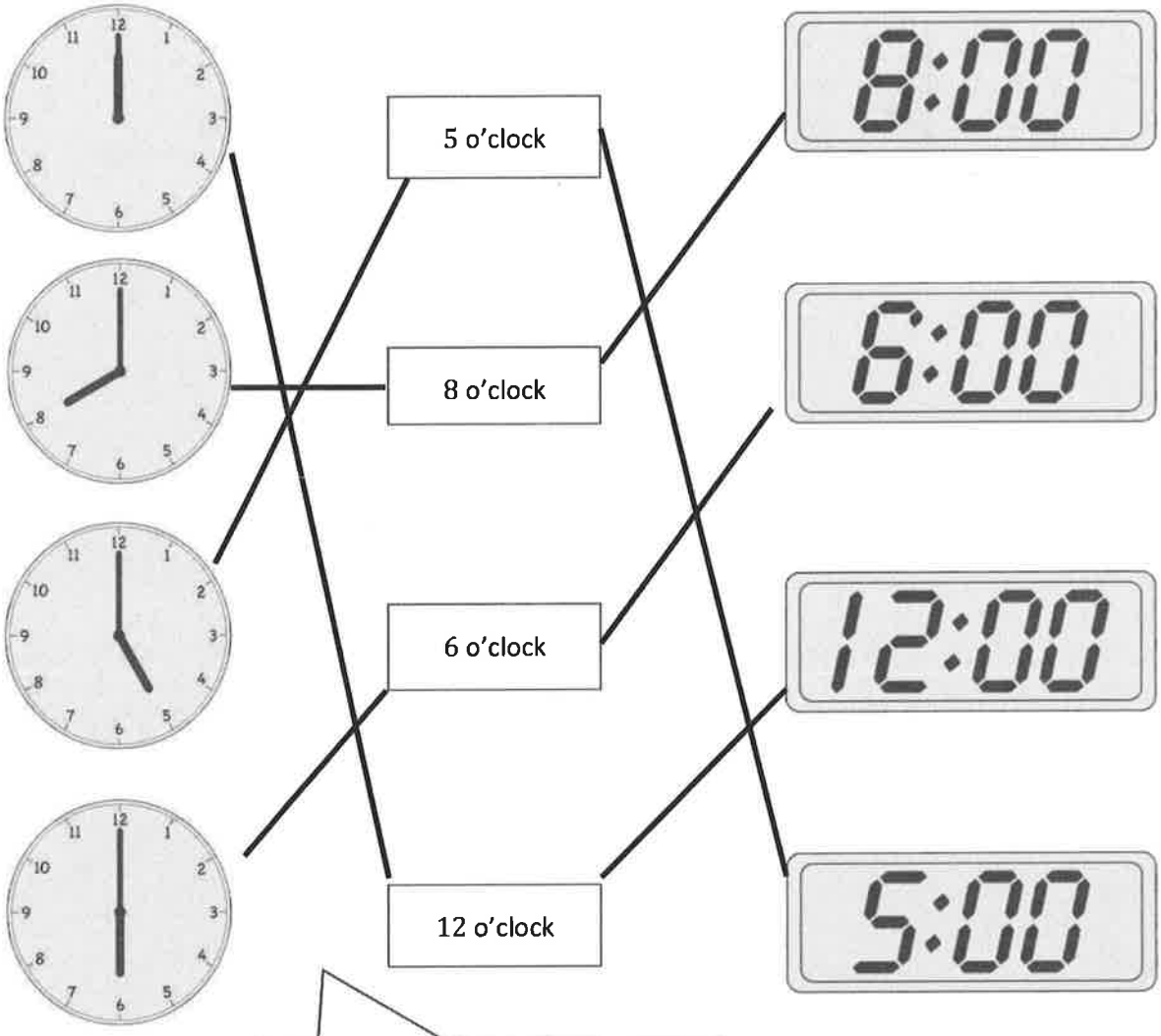






© 2018 Great Minds®. eureka-math.org

1. Match each clock to the time it shows.




The minute hand is pointing at the 12 on every clock. That means each time is "something o'clock"! To find the answer, I just look at the hour hand, which tells me what the hour is!



© 2018 Great Minds®. eureka-math.org

2. Put the hour hand on the clock so that the clock matches the time. Then, write the time on the line.

2 o'clock

**2:00**

I have to make the hour hand point right at the 2. When the time is 2:00, the minute hand is pointing at the 12, and the hour hand is pointing right at the 2.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

1. Match each clock to the time it shows.

a.

4 o'clock

11:00

b.

7 o'clock

10:00

c.

11 o'clock

2:00

d.

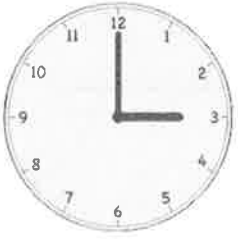
10 o'clock

3:00

e.

3 o'clock

4:00

f. 

2 o'clock

7:00



© 2018 Great Minds®. eureka-math.org

2. Put the hour hand on the clock so that the clock matches the time. Then, write the time on the line.

a.

6 o'clock

6:00

b.

9 o'clock

_____

c.

12 o'clock

_____

d.

7 o'clock

_____

e.

1 o'clock

_____



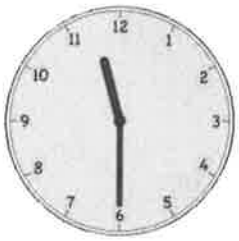
© 2018 Great Minds®. eureka-math.org

EUREKA MATH

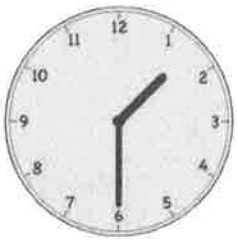
1. Circle the correct clock.

   Half past 12 o'clock

a.



b.



c.

When the time is "half past", the minute hand will always be pointing down, halfway around the clock, at the 6. All these clocks have the minute hand pointing at the 6, so now I just find the clock with the hour hand pointing just past the 12.

The hour hand is not yet at the 1, so I know the hour is still 12.



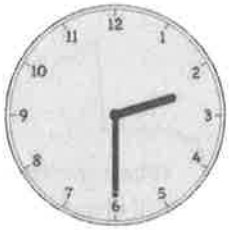
© 2018 Great Minds®. eureka-math.org

2. Write the time shown on each clock to tell about Henry's Saturday.

Henry wakes up at 8:30.

He goes to the park at 11:30.

He goes home for lunch at 1:30.



He takes a nap at 2:30.

I can check my work by asking myself if my answer makes sense. It wouldn't make sense for Henry to eat lunch at 8:30, for example.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

Circle the correct clock.

1. Half past 2 o'clock

a.

b.

c.

2. Half past 10 o'clock

a.

b.

c.

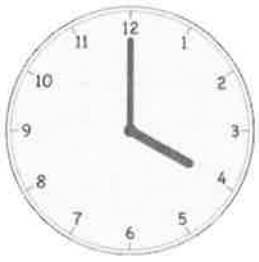
3. 6 o'clock

a.

b.

c.

4. Half past 8 o'clock

a. 

b.

c.



© 2018 Great Minds®. eureka-math.org

Write the time shown on each clock to tell about Lee's day.

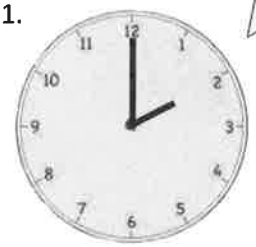
| | |
|---|---|
| 5. Lee wakes up at _____. | 6. He takes the bus to school at _____. |
| 7. He has math at _____. | 8. He eats lunch at _____. |
| 9. He has basketball practice at _____. | 10. He does his homework at _____. |
| 11. He eats dinner at _____. | 12. He goes to bed at _____. |



© 2018 Great Minds®. eureka-math.org

Write the time shown on the clock, or draw the missing hand(s) on the clock.

When the time is "o'clock", I draw the minute hand pointing to the 12.

1. 

2 o'clock

2.

half past 2 o'clock

3.

7 o'clock

4.

7:30

When the time is "half past" or 30 minutes, I know the minute hand should be pointing halfway around the clock at the 6.



© 2018 Great Minds®. eureka-math.org

5. Match the pictures with the clocks.

When I am looking at the hour hand, I can tell if the time is "o'clock" or "half past"! The hour hand should point right at the number when the time is "o'clock"!

After school art class

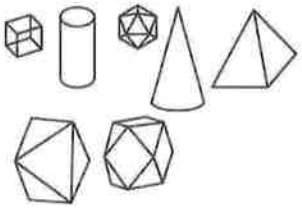
4: 00

Walk to school

half past 7 o'clock

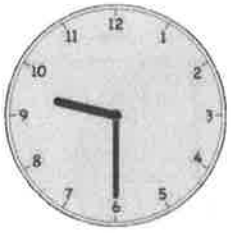
Eat dinner

6 o'clock



Math class

9: 30

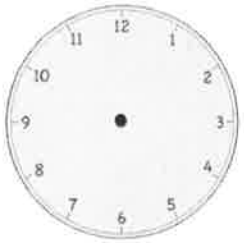
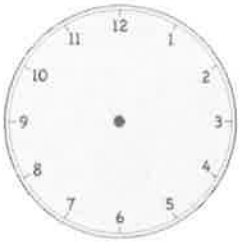
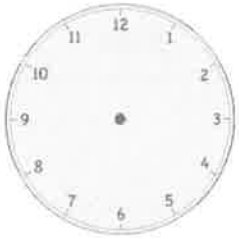
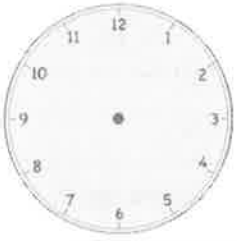


© 2018 Great Minds®. eureka-math.org

EUREKA MATH

Name _____ Date _____

Write the time shown on the clock, or draw the missing hand(s) on the clock.

| | |
|---|---|
| 1.  10 o'clock | 2. half past 10 o'clock |
| 3. 8 o'clock | 4. _____ |
| 5.  3 o'clock | 6. half past 3 o'clock |
| 7. _____ | 8.  half past 6 o'clock |
| 9. half past 9 o'clock | 10.  4 o'clock |



© 2018 Great Minds®. eureka-math.org

11. Match the pictures with the clocks.

a.

Soccer practice

3:30

b.

Brush teeth

7:30

c.

Wash dishes

6:00

d.

Eat dinner

5:30

e.

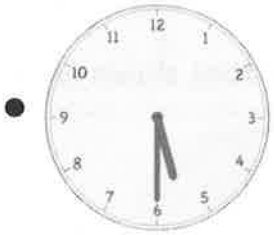
Take bus home

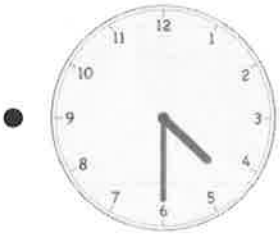
4:30

f.

Homework

half past 6 o'clock





© 2018 Great Minds®. eureka-math.org

EUREKA MATH

1. Fill in the blanks.

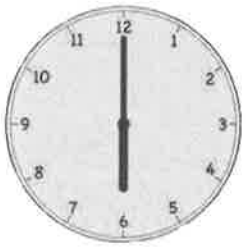
A

B

Clock ___B___ shows half past five.

Clock A shows half past 6. This one was easy because it's easy to read the digital clock. It shows "five-thirty."

A



B

Clock ___A___ shows seven o'clock.

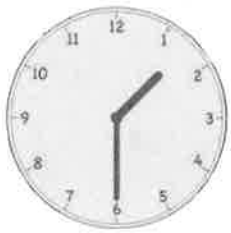
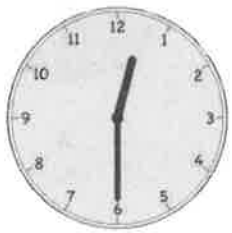
Both clocks show a time that is "o'clock," but when I look carefully at the hour hands, I see that clock B shows 6 o'clock, and clock A shows 7 o'clock.



© 2018 Great Minds®. eureka-math.org

2. Write the time on the line under the clock.

I also know that if the hour hand is halfway between two numbers, then it will be half past the hour.

| | | |
|---|---|---|
| a. 2:00 | b.  *Half past* 1 | c.  12:30 |
| d. *Half past* 10 | e. *4 o'clock* | f. *Half past* 5 |

3. Put a check (✓) next to the clock(s) that show 11 o'clock.

| | | | |
|---|---|---|---|
| a. ☐ | b. ☐ | c. ✓ | d. ✓ |



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

Fill in the blanks.

1.

A

B

Clock _____ shows half past three.

2.

A

B

Clock _____ shows half past twelve.

3.

A

B

Clock _____ shows eleven o'clock.

4.

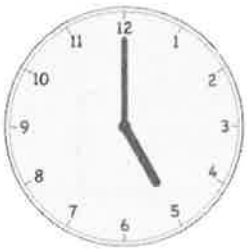
A

B

Clock _____ shows 8:30.

5.

A



B

Clock _____ shows 5:00.



© 2018 Great Minds®. eureka-math.org

6. Write the time on the line under the clock.

a.

b.

c.

d.


e.

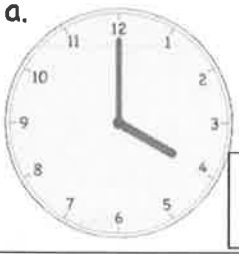
f.

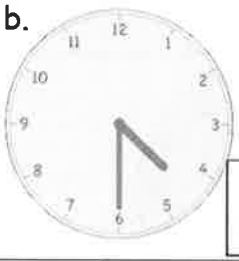
g.

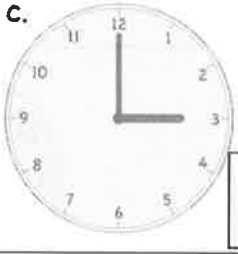
h.


i.

7. Put a check (✓) next to the clock(s) that show 4 o'clock.

a. 

b. 

c. 

d.



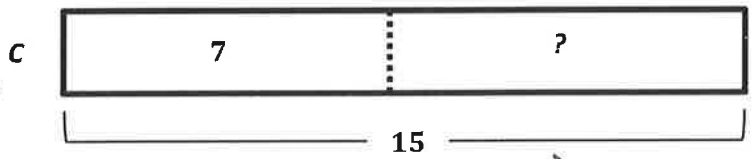

© 2018 Great Minds®. eureka-math.org

# Grade 1
# Module 6

Noah ate 7 jelly beans. His older sister Charlotte ate 15 jelly beans. How many more jelly beans did Charlotte eat than Noah?

I can first draw and label a tape diagram to represent the number of jelly beans Noah ate, 7. I can label this tape diagram with the letter *N*.

Next, I can draw and label a second tape diagram right underneath to represent the number of jelly beans Charlotte ate, 15, and label it with the letter *C*. I can see that Charlotte's tape is longer than Noah's because she ate more jelly beans. Drawing and labeling a double tape diagram like this helps me easily compare numbers.




Noah's tape represents 7, so this much of Charlotte's tape is also 7.

This part of Charlotte's tape represents how many more jelly beans she ate. I can write a question mark in this part to represent the unknown.

$15 - 7 = \boxed{8}$

Now I can write a number sentence to find the unknown. There are many strategies to find the unknown. I can count on from 7 to get to 15. I can think of this problem as $7 + ? = 15$ to get 8. But, in this case I choose to use subtraction since it is the most efficient.

***Charlotte ate 8 more jelly beans than Noah.***

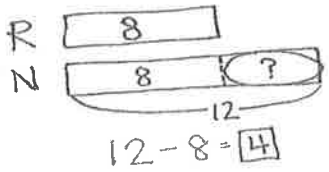
Finally, I need to write my statement that matches my story. This will help me check my answer and make sure it makes sense.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

**R**ead the word problem.
**D**raw a tape diagram or double tape diagram and label.
**W**rite a number sentence and a statement that matches the story.




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?



© 2018 Great Minds®. eureka-math.org

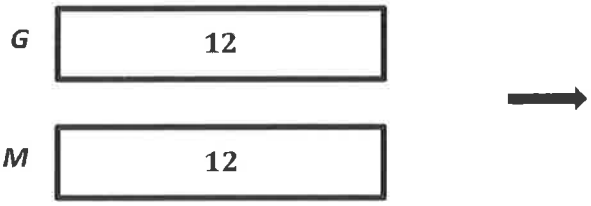
3. Maria is 18 years old. Her brother Nikil is 12 years old. How much older is Maria than her brother Nikil?

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?

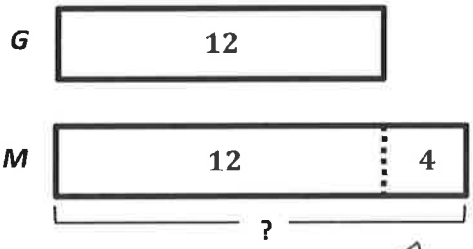


© 2018 Great Minds®. eureka-math.org

1. Grace used 12 blocks to build a tower. Matt used 4 more blocks than Grace. How many blocks did Matt use?




I can draw a double tape diagram to represent the story. First, I can draw a tape diagram that represents the number of blocks, 12, that Grace used to build a tower and label her tape with the letter *G*. Then I can draw a second tape diagram to represent the number of blocks Matt used to build his tower and label it with the letter *M*. Since I don't yet know how many blocks Matt used for his tower, I can begin by drawing and labeling his tape the same size as Grace's.




The story says, "Matt used 4 more blocks than Grace." So, I need to draw an extra part of tape next to Matt's to show that he used 4 more blocks than Grace. The unknown is the total number of blocks Matt used. I can label this with a question mark.

To check that I've drawn and labeled all of the known and unknown information, I can read each part of the story again. As I read, I can touch the part of the double tape diagram that corresponds to what I'm saying.

$12 + 4 = \boxed{16}$

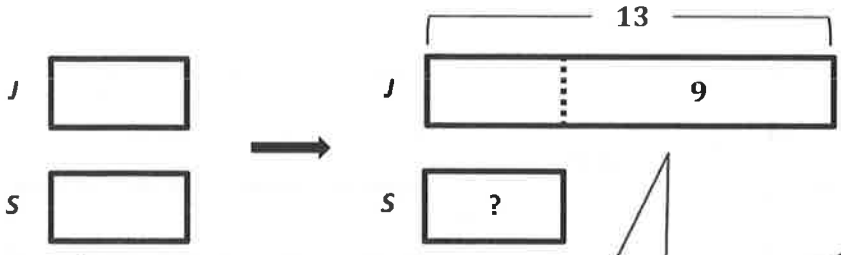
***Matt used 16 blocks.***

Now I can write a number sentence to help me find the total number of blocks and a statement that answers the question.



© 2018 Great Minds®. eureka-math.org

2. Susan found 9 fewer seashells than John. John found 13 seashells. How many seashells did Susan find?




I can start by drawing and labeling a double tape diagram to represent the story. I will draw my two tapes the same size.

The first sentence of the story says, "Susan found 9 fewer seashells than John." That means John found 9 more seashells than Susan. I can show this on my diagram by adding another part to John's tape and labeling it with a 9.

The second sentence of the problem says, "John found 13 seashells." That means 13 represents the total number of seashells John found, so I can put the arms around John's entire tape diagram and label it 13. The question, however, is, "How many seashells did Susan find?" I know that if I find out the unknown part for John's tape, then I also find the unknown of Susan's tape.

$13 - 9 = \boxed{4}$

***Susan found 4 seashells.***

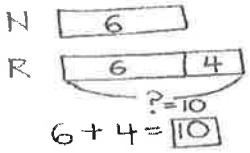
I can use subtraction to find the missing part. Since John's missing part is 4, Susan's missing part is also 4 because they are the same size. So, Susan found 4 seashells.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

**R**ead the word problem.
**D**raw a tape diagram or double tape diagram and label.
**W**rite a number sentence and a statement that matches the story.




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?



© 2018 Great Minds®. eureka-math.org

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?

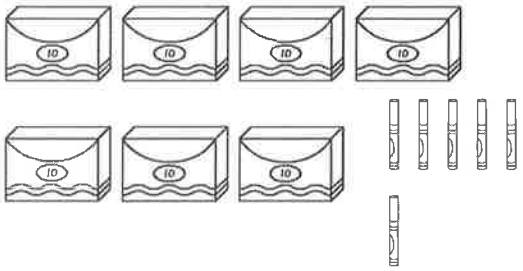
5. Rose found 16 seashells on the beach. Lee found 6 fewer seashells than Rose. How many seashells did Lee find on the beach?

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



© 2018 Great Minds®. eureka-math.org

1. Write the tens and ones. Complete the statement.



I counted 7 boxes of ten markers and 6 more markers. Now I can fill in my place value chart as 7 tens and 6 ones.

| tens | ones |
|---|---|
| 7 | 6 |

7 tens and 6 ones, or 70 and 6, is 76.

There are 76 markers.

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

a. 52

| tens | ones |
|---|---|
| 5 | 2 |

52 is made of two parts, 50 and 2. 52 the Say Ten way is 5 tens 2. That means there are 5 tens and 2 ones in 52.

b. 98

| tens | ones |
|---|---|
| 9 | 8 |

The digit 9 stands for 9 tens, which is the same as 90. The digit 8 stands for 8 ones. So, 9 tens and 8 ones, or 90 and 8, is 98.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

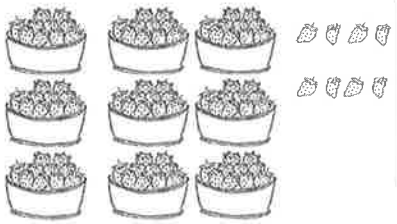
Write the tens and ones. Complete the statement.

1.

| tens | ones |
|---|---|
| | |

52 = ____ tens ____ ones

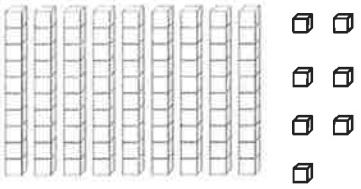
2.



| tens | ones |
|---|---|
| | |

____ = ____ tens ____ ones

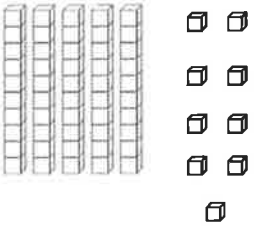
3.



| tens | ones |
|---|---|
| | |

There are ____ cubes.

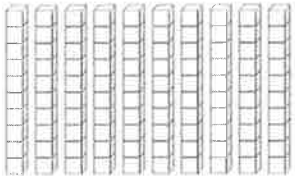
4.



| tens | ones |
|---|---|
| | |

There are ____ cubes.

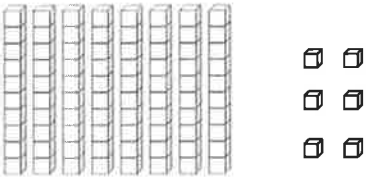
5.



| tens | ones |
|---|---|
| | |

There are ____ cubes.

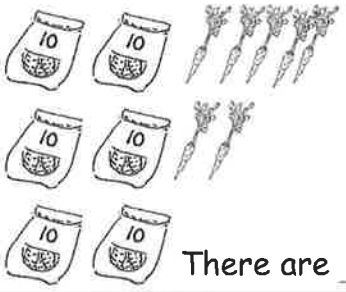
6.



| tens | ones |
|---|---|
| | |

There are ____ cubes.

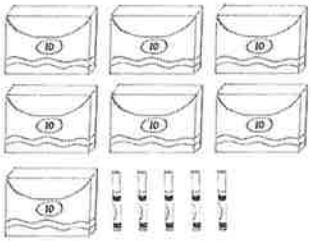
7.




| tens | ones |
|---|---|
| | |

There are ____ carrots.

8.




| tens | ones |
|---|---|
| | |

There are ____ markers.



© 2018 Great Minds®. eureka-math.org

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 |

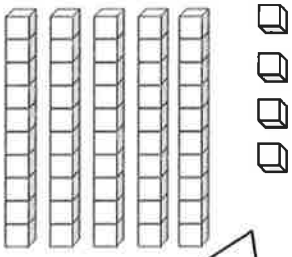
j. ____

| tens | ones |
|---|---|
| 8 | 0 |

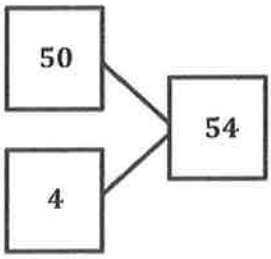


© 2018 Great Minds®. eureka-math.org

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



| tens | ones |
|---|---|
| 5 | 4 |




I counted 5 tens and 4 ones. I can record this on my place value chart.

5 tens and 4 ones is the same as 54. I can break apart 54 as 50 and 4, as shown on my number bond.

Now I can write addition number sentences that match my number bond. I can either start with the part that represents the tens like I did here or start my number sentence with the ones: $4 + 50 = 54$. I can switch the addends around, and the total is still the same.

__50__ + __4__ = __54__

__5__ tens + __4__ ones = __54__

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

a. $70 + 4 =$ __74__

b. 6 tens + __8__ ones = 68

I can say this number sentence as "70 more than 4 is 74," or "4 more than 70 is 74," or "70 plus 4 is 74," or "7 tens and 4 ones is 74." These are just some of the many different ways to say this number sentence. This helps me think about numbers flexibly.

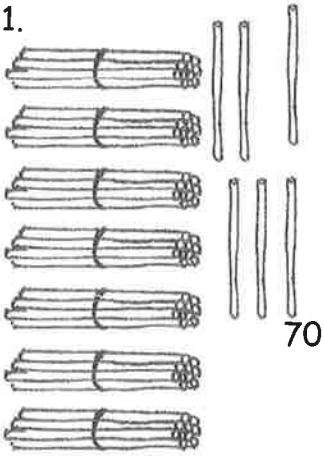


© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

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

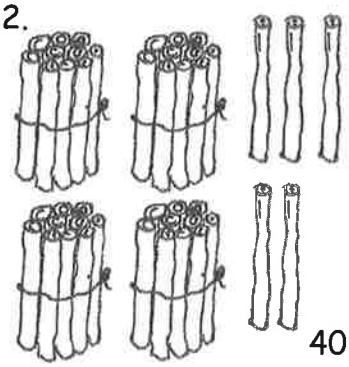
1.



70 and 6 make ____.

70 + 6 = ____

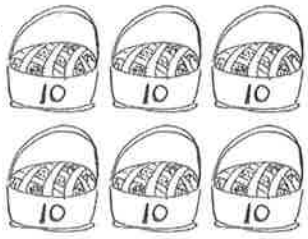
2.



40 and 5 make ____.

40 + 5 = ____

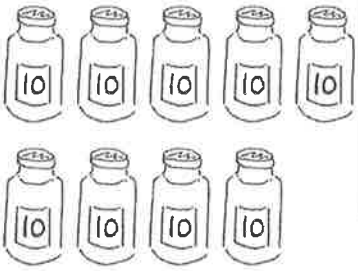
3.



69 = ____ + ____

9 more than 60 is ____.

4.

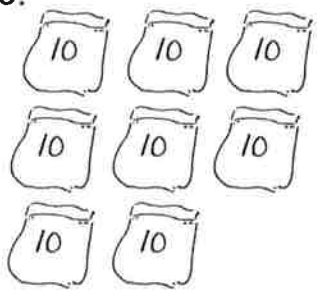




97 = __ + __

7 more than 90 is ____.

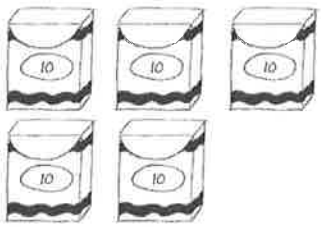
5.

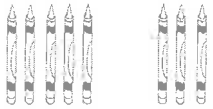


____ + ____ = ____

____ tens + ____ ones = ____

6.





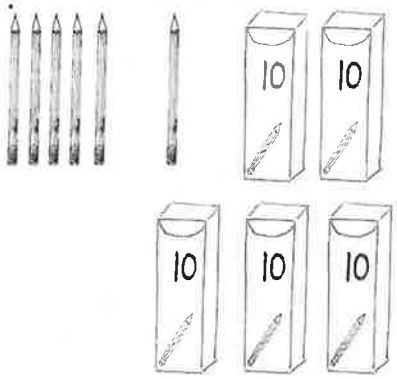
____ + ____ = ____

____ tens + ____ ones = ____



© 2018 Great Minds®. eureka-math.org

7.

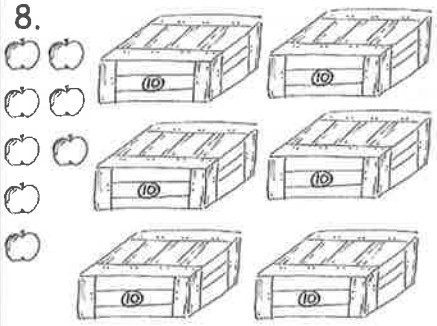



| tens | ones |
|---|---|
| | |

_____ + _____ = _____

_____ tens + _____ ones = _____

8.

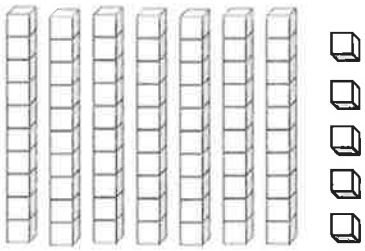



| tens | ones |
|---|---|
| | |

_____ + _____ = _____

_____ tens + _____ ones = _____

9

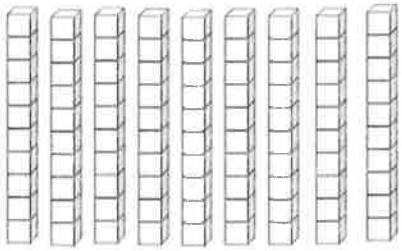


| tens | ones |
|---|---|
| | |

_____ + _____ = _____

_____ 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

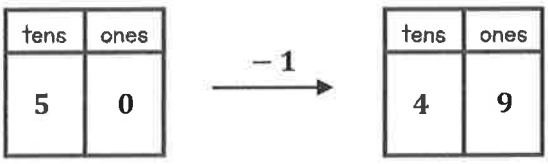
d. 4 ones + 8 tens = _____



© 2018 Great Minds®. eureka-math.org

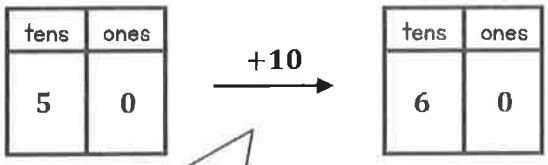
1. Find the mystery numbers. Use the arrow way to show how you know.

a. 1 less than 50 is **49**.




There are 5 tens and 0 ones in 50. I can write that in the place value chart on the left. 1 less than 50 is 49. From 50 to 49, I subtracted 1. I can draw an arrow from the first place value chart to the second and write −1 above the arrow. In this case, when I found 1 less, both the tens digit and ones digit changed.

b. 10 more than 50 is **60**.




10 more than 50 is 60. From 50 to 60, I added 10. I can draw an arrow from the first place value chart to the second and write +10 above the arrow. Only the tens digit changed this time from 5 tens to 6 tens because we added 10 more. The ones digit did not change.

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

a. 60, **61**

b. 79, **80**

When I find 1 more or 1 less, sometimes only the ones digit changes, and sometimes both the tens and ones digits change.

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

a. 70, **60**

b. 82, **72**

I need to read the directions carefully to know when I am adding 1 more, 1 less, 10 more, or 10 less.



© 2018 Great Minds®. eureka-math.org

| 3. Write the number that is **1 more**. | 4. Write the number that is **10 more**. |
|---|---|
| a. 40, ____ | a. 60, ____ |
| b. 50, ____ | b. 70, ____ |
| c. 65, ____ | c. 77, ____ |
| d. 69, ____ | d. 89, ____ |
| e. 99, ____ | e. 90, ____ |
| **5. Write the number that is 1 less.** | **6. Write the number that is 10 less.** |
| a. 53, ____ | a. 50, ____ |
| b. 73, ____ | b. 60, ____ |
| c. 71, ____ | c. 84, ____ |
| d. 80, ____ | d. 91, ____ |
| e. 100, ____ | 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



© 2018 Great Minds®. eureka-math.org

62 57

62 is greater than 57.

5 tens 6 ones 5 tens 9 ones

56 is less than 59.

I remember that this is the greater than symbol by pretending the open side is a hungry alligator's mouth that eats the bigger number. I can also remember it by seeing that the side with the two endpoints is near the greater number, and the side with one endpoint is near the smaller one.

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

a.

24 (is greater than / is less than / is equal to) 4 tens 2 ones

24 < 42

4 tens 2 ones is the same as 42. 24 and 42 use the same two digits, but 4 tens is greater than 2 tens. That means 24 is less than 42.

b.

70 (is greater than / is less than / is equal to) 6 tens 9 ones

70 > 69

6 tens 9 ones is the same as 69. 69 is one less than 70. So, 70 is greater than 69.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

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

62 57

62 (>) 57

62 is greater than 57.

5 tens 6 ones 5 tens 9 ones

56 (<) 59

56 is less than 59.

a. 43 ◯ 35

b. 60 ◯ 86

c. 10 ten ◯ 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



© 2018 Great Minds®. eureka-math.org

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

_____ ◯ _____



© 2018 Great Minds®. eureka-math.org

EUREKA MATH™

1. Complete the chart by filling in the missing numbers.

| | |
|---|---|
| 0 | 100 |
| 1 | **101** |
| 2 | 102 |
| **3** | 103 |
| 4 | **104** |
| 5 | 105 |
| **6** | 106 |
| **7** | **107** |
| 8 | **108** |
| **9** | 109 |
| 10 | 110 |

I want to be sure to read these numbers without saying *and* between one hundred and the ones place unit. I can read these numbers as, "One hundred one, one hundred two, one hundred three." When I say, "100 *and* 1," it means 100 + 1, but the name of the number is one hundred one.

2. Compare the 2 columns. What pattern do you notice?

***The column on the left counts from* 1 *to* 10. *The column on the right counts from* 100 *to* 110. *The pattern is that at* 100 *the numbers start over again from* 0, *only this time you say and write* 100 *first. So, instead of* 1, 2, 3, 4, *it is* 101, 102, 103, 104.**

3. Fill in the missing numbers to continue the counting sequence.

a. 97, **96**, 95, **94**

This one is tricky because it is counting down!

b. 99, **100**, **101**, 102

This one is tricky because it is counting to a larger unit. It is going from a 2-digit number to a 3-digit number.



© 2018 Great Minds®. eureka-math.org

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 | |



© 2018 Great Minds®. eureka-math.org

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, _____, _____, _____, _____



© 2018 Great Minds®. eureka-math.org

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 |
|---|---|
| 7 | 4 |

74 can be broken apart as 70 and 4, which is the same as 7 tens and 4 ones.

b. **109**

| tens | ones |
|---|---|
| 10 | 9 |

10 tens is the same as 100, and 9 more is 109.

2. Write the number.

a. 10 tens 5 ones is the number **105**.

I can read this number as one hundred five, not one hundred *and* five. One hundred *and* five describes $100 + 5$.

b. 11 tens 8 ones is the number **118**.

11 tens is the same as 110, and 8 more is 118. I can also show 118 as 10 tens and 18 ones. It is the same number, just written differently.



© 2018 Great Minds®. eureka-math.org

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 _____. |



© 2018 Great Minds®. eureka-math.org

3. Match.

a.

| tens | ones |
|---|---|
| 10 | 2 |

b.

| tens | ones |
|---|---|
| 9 | 5 |

c.

| tens | ones |
|---|---|
| 11 | 4 |

d.

| tens | ones |
|---|---|
| 11 | 0 |

e.

| tens | ones |
|---|---|
| 10 | 8 |

f.

| tens | ones |
|---|---|
| 10 | 0 |

g.

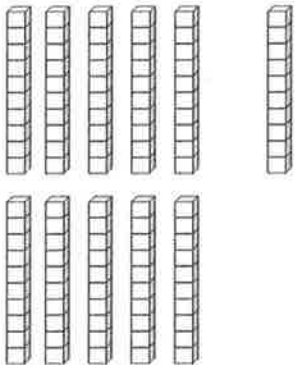
| tens | ones |
|---|---|
| 11 | 8 |

- 11 tens 4 ones
- 9 tens 5 ones
- 11 tens 8 ones
- 11 tens 0 ones
- 102
- 10 tens 0 ones
- 108



© 2018 Great Minds®. eureka-math.org

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



| tens | ones |
|---|---|
| 11 | 0 |

110

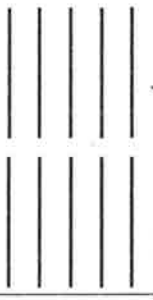
It is important to count efficiently. When cubes are in sticks of ten, it is much easier and faster to count than if each cube is counted individually.

Since these ten sticks are set up in 5-groups, it is easy to count them quickly. I see 5 tens and 5 tens and 1 more ten, which is 11 tens. Since I know there are 11 tens, I know there are 110 cubes, or 110 ones.

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

| tens | ones |
|---|---|
| 10 | 2 |

102



Quick tens represent 1 stick of 10 cubes, or 1 ten. It helps me represent large numbers easily and efficiently.

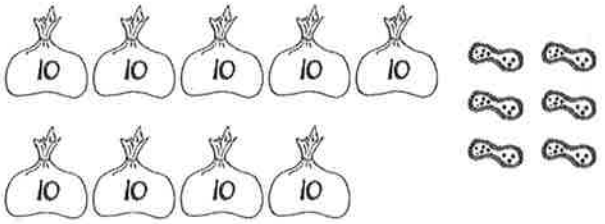


© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

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

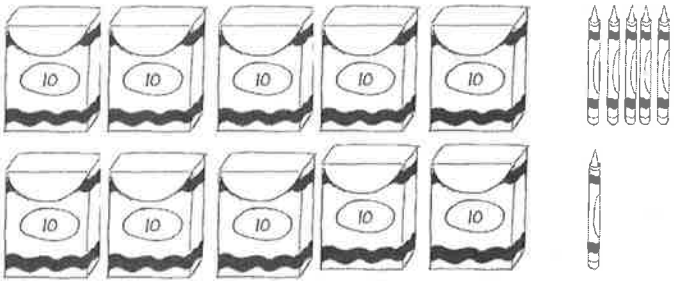
1.




| tens | ones |
|---|---|
| | |

_____

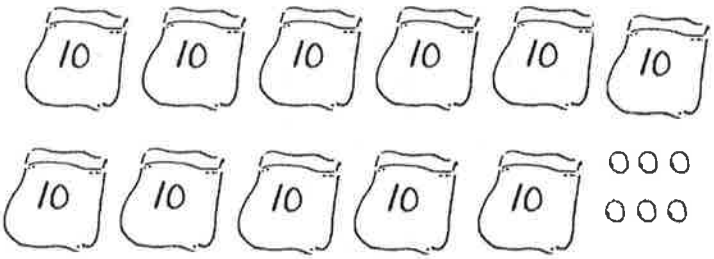
2.




| tens | ones |
|---|---|
| | |

_____

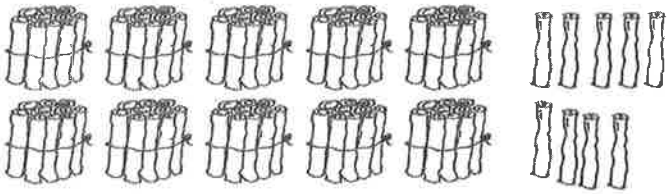
3.




| tens | ones |
|---|---|
| | |

_____

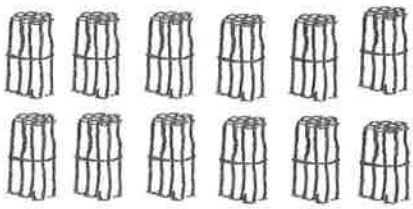
4.



| tens | ones |
|---|---|
| | |

_____

5.

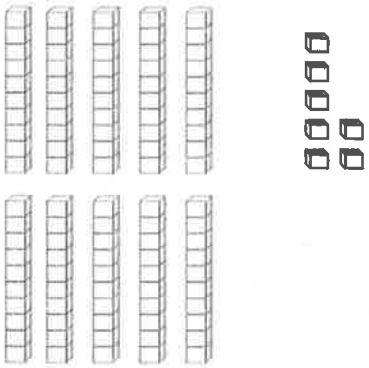


| tens | ones |
|---|---|
| | |

_____

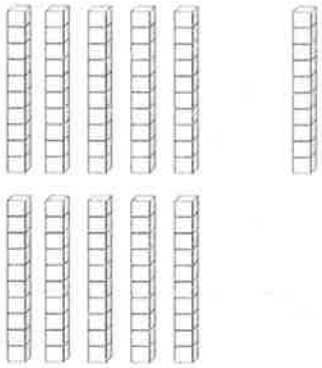


© 2018 Great Minds®. eureka-math.org

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 |
|---|---|
| 11 | 0 |

9. _____

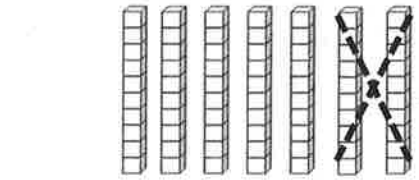
| tens | ones |
|---|---|
| 10 | 5 |

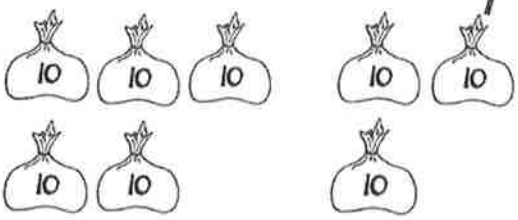


© 2018 Great Minds®. eureka-math.org

EUREKA MATH™

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






80

30 50

The number bond shows that 80 is the total, and 30 is one part. 3 tens + 5 tens = 8 tens. It's like 3 + 5 = 8. The numbers stay the same, but the units change!

$70 - \underline{20} = 50$

70 is the total, and 50 is one part. 7 tens minus the mystery number equals 5 tens. The mystery number is 2 tens!

$\underline{80} - 10 = 70$



© 2018 Great Minds®. eureka-math.org

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

90 - 30 = 60

$60 + 40 = 100$

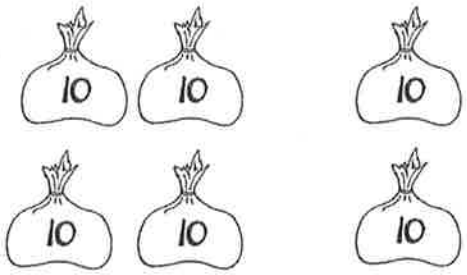
I can think of $6 + 4 = 10$, to help me. 6 dimes + 4 dimes equals 10 dimes. $60 + 40 = 100$. There is a total of 10 tens!

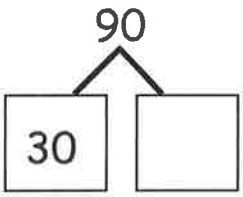


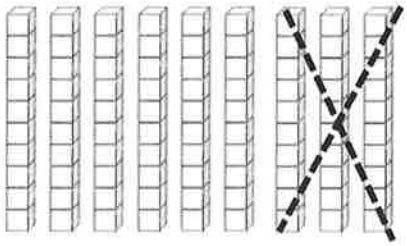
© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

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

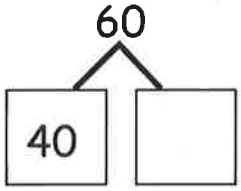
a. 


b. 

_____ - 40 = 60

c.




d.

80 - _____ = 60



© 2018 Great Minds®. eureka-math.org

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

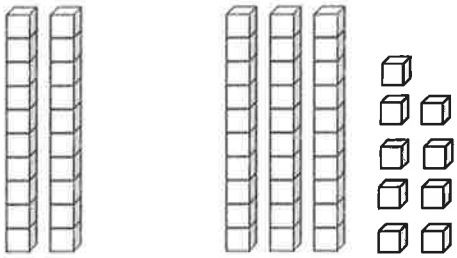
h. 90 - _____ = 20

h. 50 - _____ = 100



© 2018 Great Minds®. eureka-math.org

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



20 + 39 = 59

I can add 2 tens and 3 tens first. That's 5 tens. I have 9 ones; the ones don't change.

2. Use a number bond to solve.

40 + 38 = 78

30 8

40 + 30 = 70

70 + 8 = 78

I can break 38 into 30 and 8 with the number bond. I add 40 and 30 first, which is 70, and then add on 8 to make 78.

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

23 + 40 = 63

I can start at 23 and count on by tens until I get to 63. I count up four tens: 33, 43, 53, 63. 63 is my total!

34 + 50 = 84

30 4

I can check my work by drawing a number bond. Since 3 + 5 = 8, I know that 30 + 50 = 80. 34 is the missing part because the total, 84, has 4 ones.

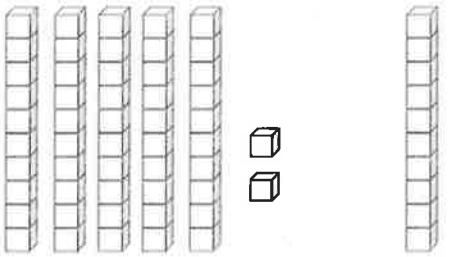


© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

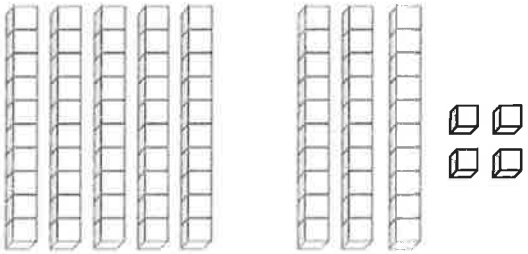
1. Solve using the pictures. Complete the number sentence to match.

a.



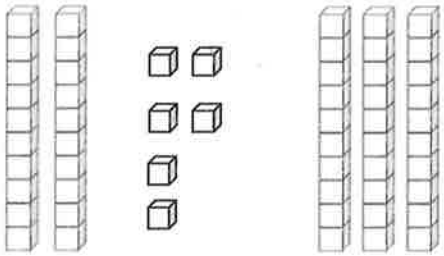
_____ + _____ = _____

b.



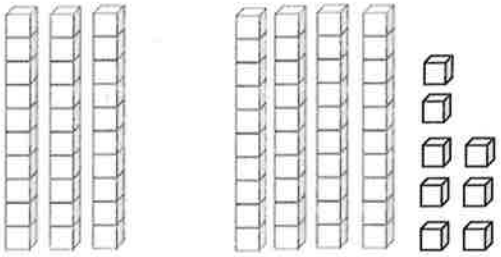
_____ + _____ = _____

c.



_____ + _____ = _____

d.



_____ + _____ = _____



© 2018 Great Minds®. eureka-math.org

64 + 30 = 94
4 60
60 + 30 = 90
90 + 4 = 94

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

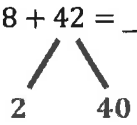
d. _____ + 40 = 87



© 2018 Great Minds®. eureka-math.org

1. Solve.

$38 + 42 = \underline{80}$




$38 + 2 = 40$

$40 + 40 = 80$

I can think about the ones first. Since 38 is close to 40, I can make the next ten! I use a number bond to break apart 42, and then I add $38 + 2$. Then, $40 + 40 = 80$.

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.

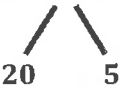
a. $56 + 43 = \underline{99}$

$56 + 40 = 96$

$96 + 3 = 99$

I can break apart 43 into tens and ones. I can add tens first. So, $56 + 40 = 96$. I can't forget to add the 3 ones: $96 + 3 = 99$.

b. $25 + 45 = \underline{70}$




$45 + 5 = 50$

$50 + 20 = 70$

This time, I add ones first. When I break apart 25, I see that I can add 5 to 45 to make 50. That's a friendly number! Then I just add 5 tens + 2 tens = 7 tens, or 70.



© 2018 Great Minds®. eureka-math.org

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 = _____ |



© 2018 Great Minds®. eureka-math.org

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.

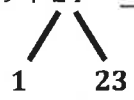
| | |
|---|---|
| a. 76 + 23 = _____ | b. 45 + 33 = _____ |
| c. 31 + 67 = _____ | d. 57 + 32 = _____ |
| e. 58 + 21 = _____ | f. 25 + 63 = _____ |
| g. 44 + 55 = ___ | h. 47 + 53 = _____ |



© 2018 Great Minds®. eureka-math.org

Solve and show your work.

1. $49 + 24 =$ **73**

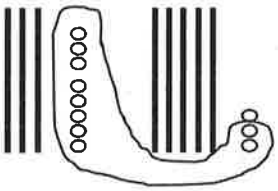



$49 + 1 = 50$

$50 + 23 = 73$

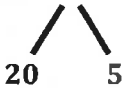
I can think about making the next ten! 49 is close to 50, so I can break apart 24 to add 1 to 49. Then, I add the rest, so $50 + 23 = 73$.

2. $38 + 53 =$ **91**



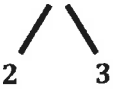
I can show each number with quick tens and ones. When I look at the ones, I can make another group of ten with 1 leftover. So, I have a total of 9 tens and 1 one, or 91.

3. $25 + 58 =$ **83**



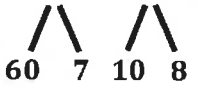

$58 + 20 = 78$

$78 + 5 = 83$




I can start with 58 and add 20. To add $78 + 5$, I can break apart 5 into 2 and 3. It's easy to solve in my head because $78 + 2 = 80$, and 3 more is 83.

4. $67 + 18 =$ **85**




$60 + 10 = 70$

$7 + 8 = 15$

$70 + 15 = 85$

I can break apart both numbers into tens and ones. I add tens first and then ones. I can combine them, so $70 + 15 = 85$.



© 2018 Great Minds®. eureka-math.org

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 = _____ |



© 2018 Great Minds®. eureka-math.org

2. Solve and show your work.

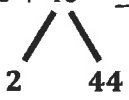
| | | |
|---|---|---|
| a. 34 + 47 = _____ | b. 38 + 45 = _____ | c. 68 + 23 = _____ |
| d. 39 + 57 = _____ | e. 38 + 44 = _____ | f. 17 + 76 = _____ |
| g. 68 + 24 = _____ | h. 18 + 77 = _____ | i. 14 + 67 = _____ |



© 2018 Great Minds®. eureka-math.org

Solve and show your work.

1. $38 + 46 = \underline{84}$

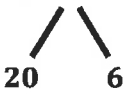



$38 + 2 = 40$

$40 + 44 = 84$

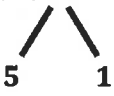
First, I think about making the next ten! I can break apart 46 and add 2 to 38, which makes 40. Then, I add the rest, so $40 + 44 = 84$.

2. $26 + 55 = \underline{81}$



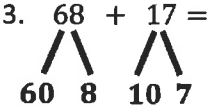

$55 + 20 = 75$

$75 + 6 = 81$




This time, I can start with 55 and add 20. Then, to add $75 + 6$, I can break apart 6 into 5 and 1 to make a ten. $75 + 5 = 80$, and 1 more is 81.

3. $68 + 17 = \underline{85}$




$60 + 10 = 70$

$8 + 7 = 15$

$70 + 15 = 85$

I can break both numbers apart into tens and ones. I add tens first and then ones. I can combine them, so $70 + 15 = 85$.



© 2018 Great Minds®. eureka-math.org

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 = _____ |



© 2018 Great Minds®. eureka-math.org

2. Solve and show your work.

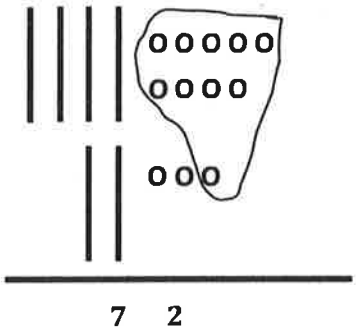
| | |
|---|---|
| a. 39 + 41 = _____ | b. 48 + 43 = _____ |
| c. 87 + 13 = _____ | d. 59 + 25 = _____ |
| e. 65 + 27 = _____ | f. 27 + 67 = _____ |
| g. 49 + 39 = _____ | h. 38 + 58 = _____ |



© 2018 Great Minds®. eureka-math.org

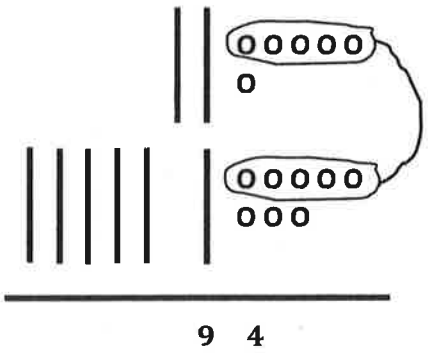
Solve using quick tens and ones drawings. Remember to line up your tens with tens and ones with ones. Write the total below your drawing.

1. $49 + 23 =$ **72**




49 is 4 tens and 9 ones. 23 is 2 tens and 3 ones. I can line up the tens and the ones to add. I add the ones first. 9 ones and 3 ones is 12 ones. That's 10 and 2. I can circle a new ten and add it to 6 tens. Now I have 7 tens and 2 ones.

2. $26 + 68 =$ **94**



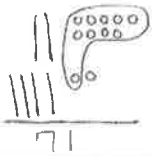

I make sure to draw each number with quick tens and ones. When I draw the number 68, I put the 6 tens under the 2 tens, and I put the 8 ones under the 6 ones from 26. Look, my 5-group drawings help me to see 10 ones right away!



© 2018 Great Minds®. eureka-math.org

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 = _____ |



© 2018 Great Minds®. eureka-math.org

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.

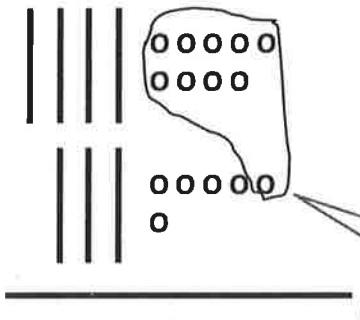
| | |
|---|---|
| a. 59 + 25 = _____ | b. 48 + 42 = _____ |
| c. 39 + 53 = _____ | d. 78 + 14 = _____ |
| e. 57 + 25 = _____ | f. 69 + 27 = _____ |



© 2018 Great Minds®. eureka-math.org

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

1. $49 + 36 =$ **85**



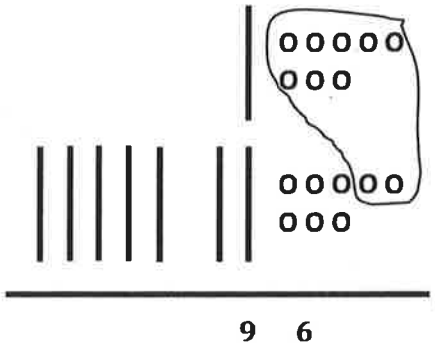
8 5

$$\begin{array}{r} 4\ 9 \\ +\ 3\ 6 \\ \hline 8\ 5 \end{array}$$

I can draw 49 as 4 quick tens and 9 ones. So, I write 4 in the tens place and 9 in the ones place. I do the same with 36. I add 4 tens to 3 tens and 9 ones to 6 ones. $9 + 6 = 15$. That's 1 ten 5 ones. Look at where I record the new ten!

9 needs 1 from 6 to get to 10. 10 and 5 is 15.

2. $18 + 78 =$ **96**



9 6

$$\begin{array}{r} 1\ 8 \\ +\ 7\ 8 \\ \hline 9\ 6 \end{array}$$

When I add 8 ones plus 8 ones, I get 16 ones, which is 1 ten and 6 ones. I record the new ten below the second number in the tens place. 1 ten + 7 tens + 1 ten = 9 tens.

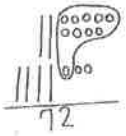
8 needs 2 from 8 to get to 10. 10 and 6 is 16.



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

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



29
+43
72

| | |
|---|---|
| a. 39 + 45 = _____ | b. 64 + 28 = _____ |
| c. 47 + 38 = _____ | d. 53 + 27 = _____ |
| e. 38 + 48 = _____ | f. 53 + 45 = _____ |



© 2018 Great Minds®. eureka-math.org

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 = _____ |

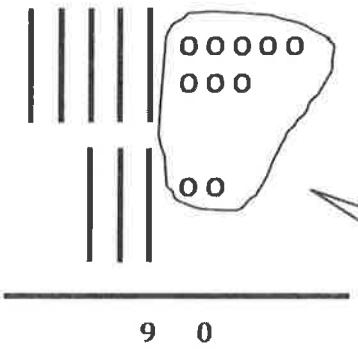


EUREKA MATH

© 2018 Great Minds®. eureka-math.org

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

1. $58 + 32 =$ **90**

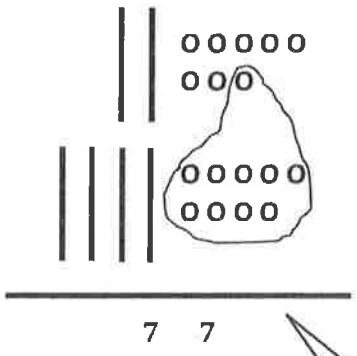



$$\begin{array}{r} 5\ 8 \\ +\ 3\ 2 \\ \hline 9\ 0 \end{array}$$

I can draw 58 as 5 quick tens and 8 ones. So, I write 5 in the tens place and 8 in the ones place. I do the same with 32. I add 5 tens to 3 tens and 8 ones to 2 ones: $8 + 2 = 10$. That's 1 ten 0 ones. Look at where I record the new ten!

8 needs 2 to make 10. Now there are 0 ones left.

2. $28 + 49 =$ **77**




$$\begin{array}{r} 2\ 8 \\ +\ 4\ 9 \\ \hline 7\ 7 \end{array}$$

When I add 8 ones plus 9 ones, I get 17 ones, which is 1 ten and 7 ones. I record the new ten below the second number in the tens place. 2 tens + 4 tens + 1 ten = 7 tens.

9 needs 1 from 8 to get to a new 10. Now there are 7 tens and 7 ones.



© 2018 Great Minds®. eureka-math.org

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 = ____ |



© 2018 Great Minds®. eureka-math.org

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

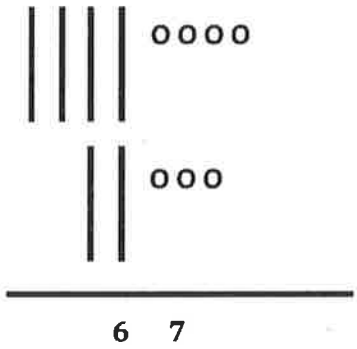
| | |
|---|---|
| a. 29 + 52 = _____ | b. 58 + 31 = _____ |
| c. 73 + 26 = _____ | d. 67 + 28 = _____ |
| e. 41 + 59 = _____ | f. 48 + 45 = _____ |



© 2018 Great Minds®. eureka-math.org

Use any method you prefer to solve the problems below.

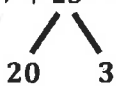
1. $44 + 23 = \underline{67}$



$$\begin{array}{r} 4\ 4 \\ +\ 2\ 3 \\ \hline 6\ 7 \end{array}$$

I want to draw quick tens and ones to help me solve this problem. The lines represent my tens. The circles represent my ones. I know it is important to carefully line up the tens to tens and the ones to ones.

2. $57 + 23 = \underline{80}$



$$57 \xrightarrow{+20} 77 \xrightarrow{+3} 80$$

I want to use the arrow way as my strategy. I can break apart 23 into 20 and 3. I can add 20 first and then 3.

3. $48 + 15 = \underline{63}$

$$48 + 2 = 50$$
$$50 + 13 = 63$$

48 is so close to 50. I can use the make ten strategy! 48 needs 2 more to make the next ten, 50. I can break apart 15 into 2 and 13. First I can add $48 + 2 = 50$. Then I can add the rest, $50 + 13 = 63$.



© 2018 Great Minds®. eureka-math.org

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 = _____ |



© 2018 Great Minds®. eureka-math.org

Use any strategy you prefer to solve the problems below.

1. $64 + 33 = \underline{97}$

60 4 30 3

$60 + 30 = 90$

$4 + 3 = 7$

$90 + 7 = 97$

I can use double number bonds and break apart BOTH numbers. I can add the tens to the tens, 6 tens + 3 tens = 9 tens, and the ones to the ones, 4 ones + 3 ones = 7 ones. Then, I add all my tens and ones together, 9 tens + 7 ones = 97 ones.

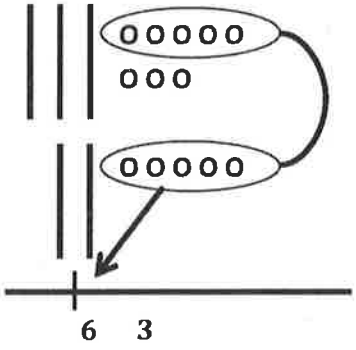
2. $37 + 35 = \underline{72}$

30 5

$37 \xrightarrow{+30} 67 \xrightarrow{+5} 72$

I might want to break apart just one of the numbers. If I break 35 into 30 and 5, I can add 30 first and then add 5. The arrow way is one way I can show my thinking.

3. $38 + 25 = \underline{63}$




$$\begin{array}{r} 3\ 8 \\ +\ 2\ 5 \\ \hline 6\ 3 \end{array}$$

Another strategy I can use is drawing quick tens and ones. 8 ones + 5 ones = 13 ones. I can bundle 10 of the ones to make 1 ten. I still have 3 ones. 3 tens + 2 tens + 1 ten = 6 tens. There are 6 tens and 3 ones!



© 2018 Great Minds®. eureka-math.org

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. $54 + 46 =$ _____ |



© 2018 Great Minds®. eureka-math.org

Use the strategy you prefer to solve the problems below.

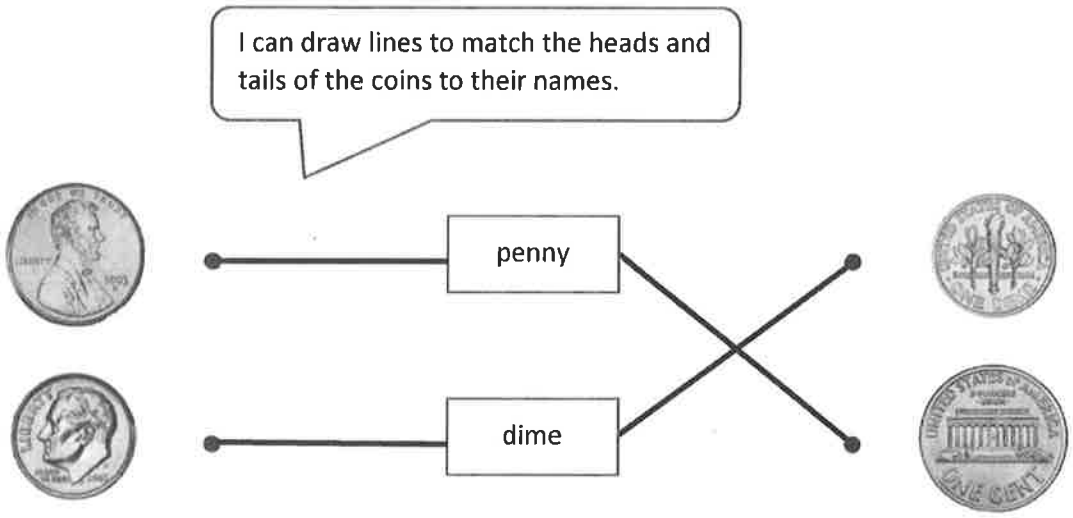
| | |
|---|---|
| 7. 49 + 25 = _____ | 8. 49 + 45 = _____ |
| 9. 37 + 37 = _____ | 10. 37 + 57 = _____ |
| 11. 24 + 48 = _____ | 12. 26 + 68 = _____ |



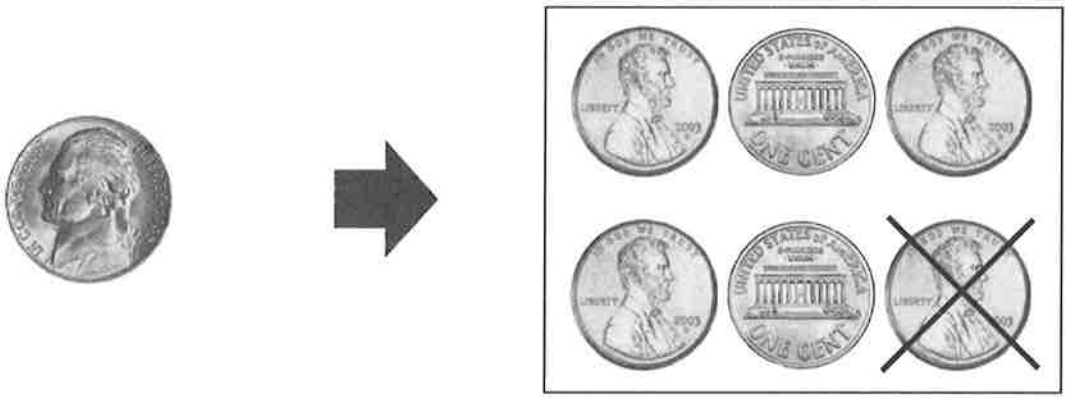
EUREKA MATH

© 2018 Great Minds®. eureka-math.org

1. Match




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

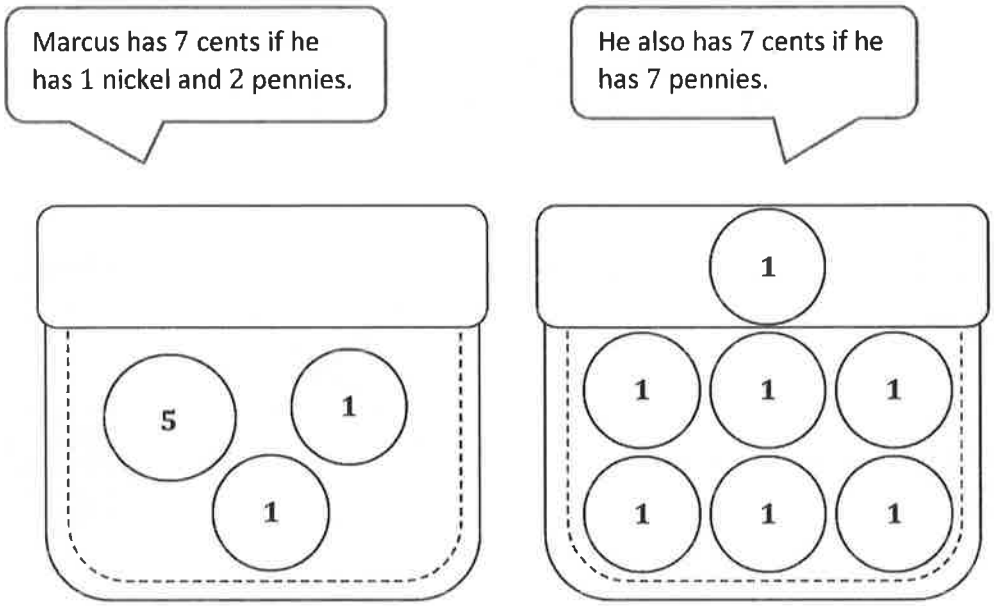


A nickel is worth 5 cents. If I cross off 1 penny, the remaining pennies show the value of 1 nickel.

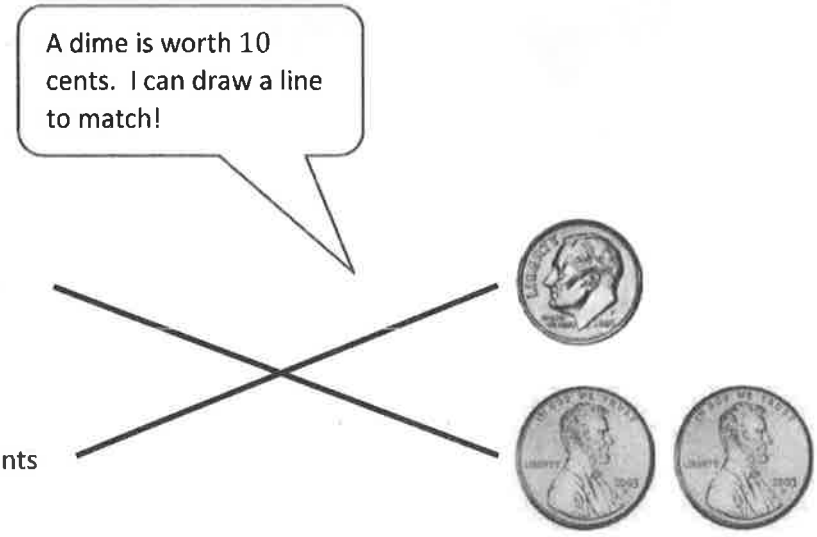


© 2018 Great Minds®. eureka-math.org

3. Marcus has 7 cents in his pocket. Draw coins to show two different ways he could have 7 cents.




4. Solve. Draw a line to match the number sentence with the coin or coins that give the answer.




a. 1 cent + 1 cent = __2__ cents

b. 15 cents − 5 cents = __10__ cents



© 2018 Great Minds®. eureka-math.org

Name _____ Date _____

1. Match

penny

nickel

dime

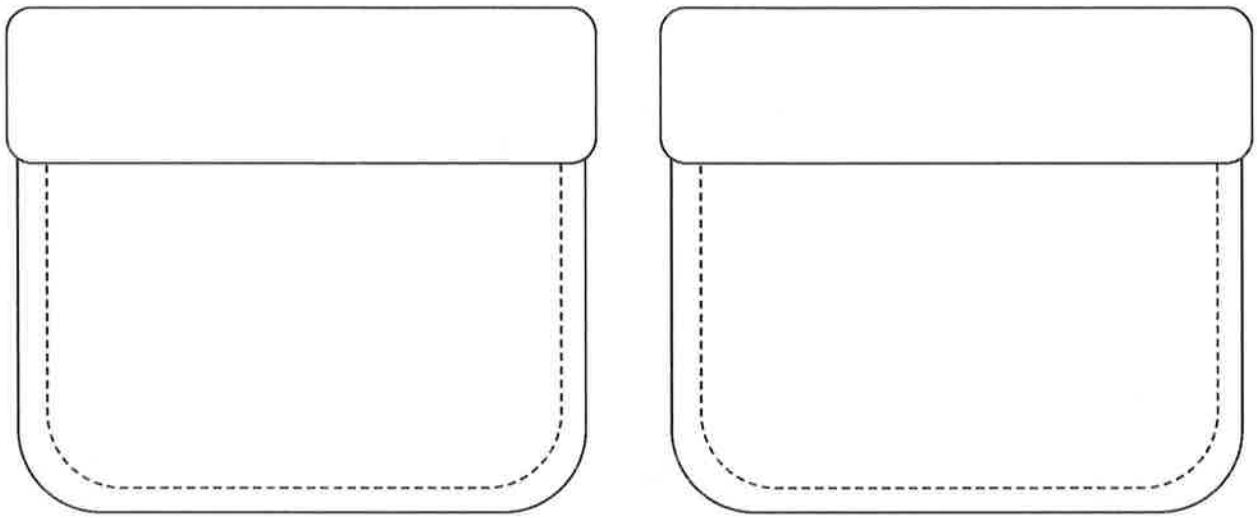
2. Cross off some pennies so the remaining pennies show the value of the coin to their left.

a.

b.

© 2018 Great Minds®. eureka-math.org

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

© 2018 Great Minds®. eureka-math.org

1. Use the word bank to label the coins.

| pennies | dimes |
|---|---|

*pennies*

I am learning the names and values of coins!

2. Write the value of each coin.

The value of 1 penny is 1 cent.

3. Your papa said he will give you 1 dime or 1 penny. Which would you take, and why?

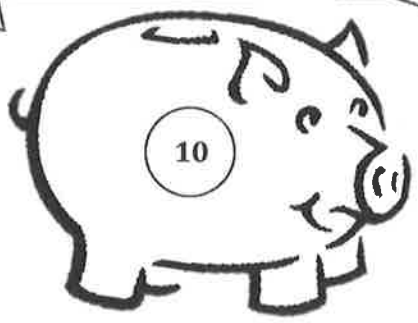
***I would take 1 dime because it is worth 10 cents. A penny is only worth 1 cent.***

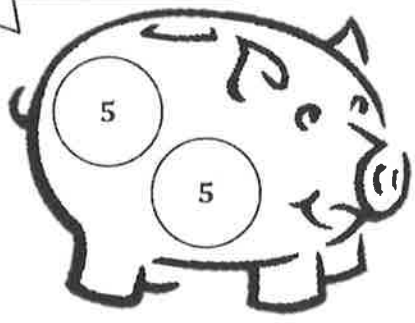
***I would take the dime because it is more money!***

4. Kira has 10 cents in her piggy bank. Which coin or coins could be in her bank? Draw to show two different sets of coins that could be in Kira's piggy bank.

A dime is worth 10 cents. Maybe she has 1 dime.

A nickel is worth 5 cents. She might have 2 nickels.






© 2018 Great Minds®. eureka-math.org

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?

_____

_____

_____

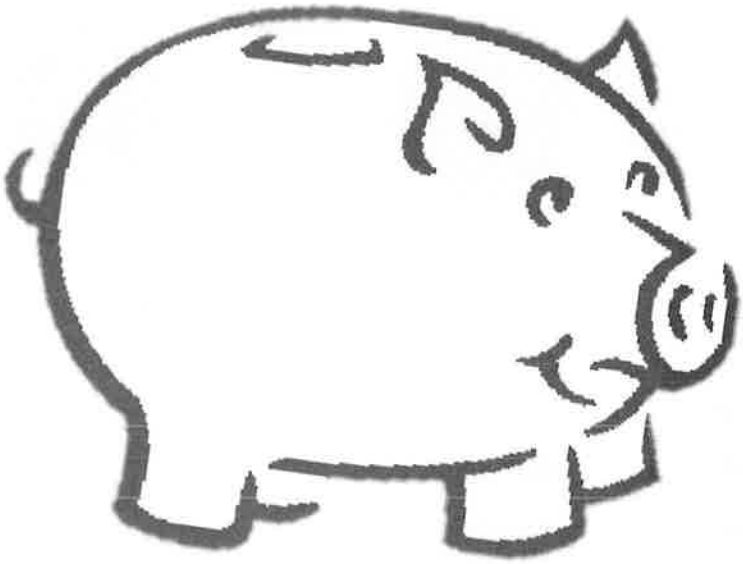
_____



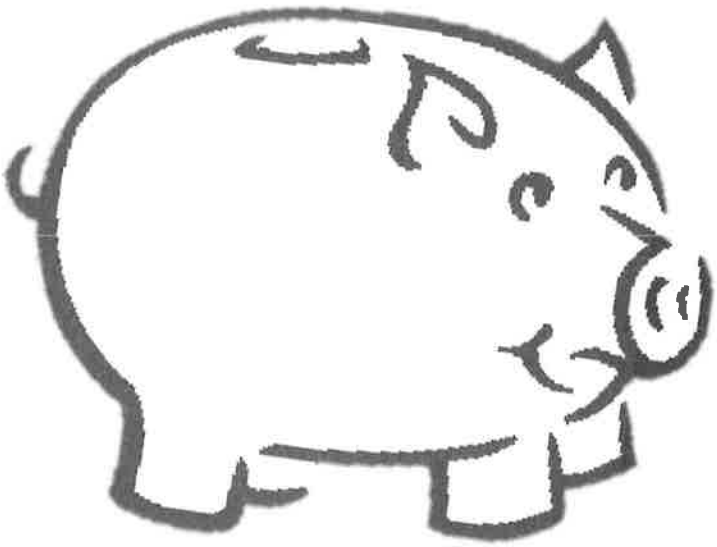
© 2018 Great Minds®. eureka-math.org

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.





© 2018 Great Minds®. eureka-math.org

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

a. quarter ___25___ cents

b. nickel ___5___ cents

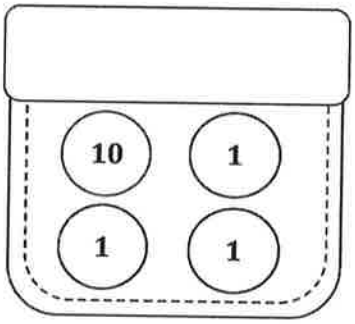
This is the heads side of a nickel.

The quarter is a little bigger than the nickel.

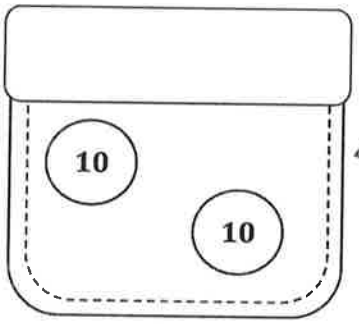
2. Brian has 4 coins in his pocket, and Larry has 2 coins. Larry has more money than Brian. Draw a picture to show the coins each boy might have.

Hmmm ..., Brian has more coins, but Larry has more money. How is this possible?

Brian's Pocket




Larry's Pocket




I have an idea! Maybe Brian has 1 dime and 3 pennies. That's 13 cents. Larry might have 2 dimes, which is 20 cents. 20 is greater than 13, so Larry has more money!



© 2018 Great Minds®. eureka-math.org

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

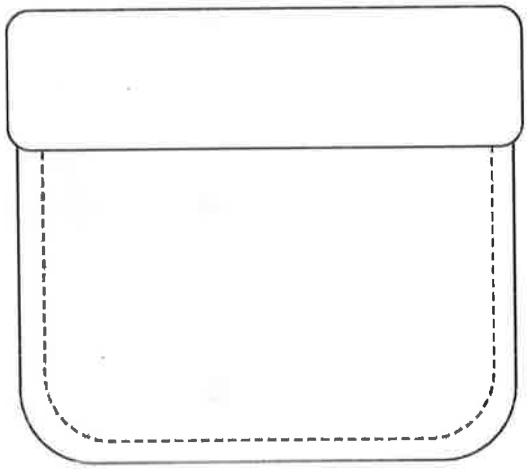
c. **quarter** _____ cents

d. **penny** _____ cent

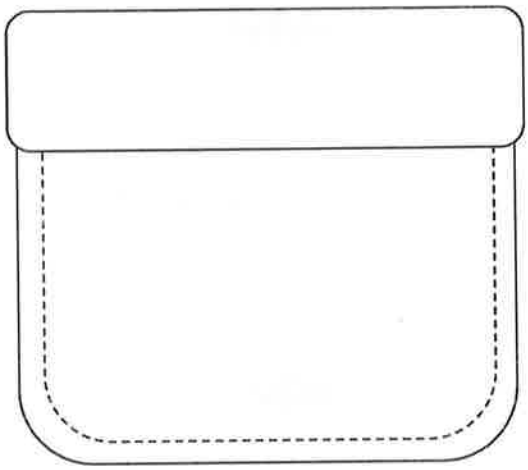
© 2018 Great Minds®. eureka-math.org

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**

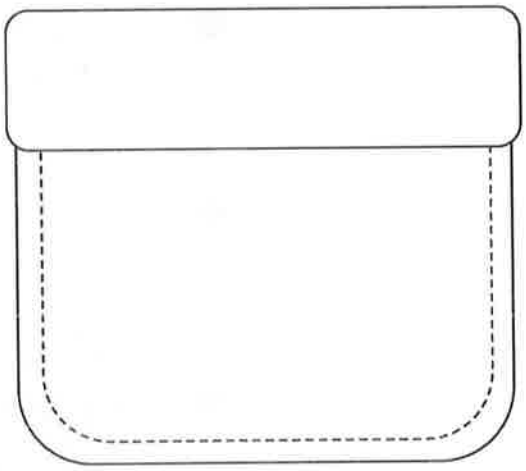


**Pedro's Pocket**

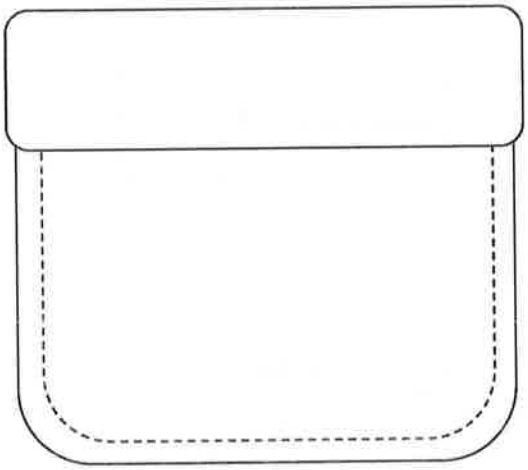


3. Bailey has 4 coins in her pocket, and Ingrid has 4 coins. Ingrid has more money than Bailey. Draw a picture to show the coins each girl might have.

**Bailey's Pocket**



**Ingrid's Pocket**





EUREKA MATH

© 2018 Great Minds®. eureka-math.org

1. Add pennies to show the written amount.

A nickel is worth 5 cents. I can count on from 5. Fiiiiiive, 6, 7. I counted on 2 more, so I draw 2 pennies.

| | | | |
|---|---|---|---|
| 7 cents | | 1 | 1 |

2. Write the value of the group of coins.

10 ... 20 ... 30 ... 31 ... 32 ... 33

__33__ cents



© 2018 Great Minds®. eureka-math.org

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

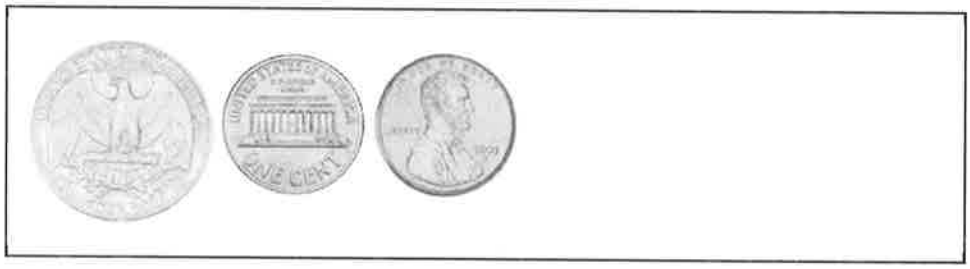


© 2018 Great Minds®. eureka-math.org

b.

_____ cents

c.



_____ cents

d.

_____ cents

e.

_____ cents



© 2018 Great Minds®. eureka-math.org

EUREKA MATH

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.

1 dime = 1 ten.
There are 10 dimes, so there are 10 tens.

1 penny = 1 one.

| tens | ones |
|---|---|
| 10 | 1 |

$100 + 1 = 101$

10 tens + 1 one is the same as 100 + 1.
$100 + 1 = 101$



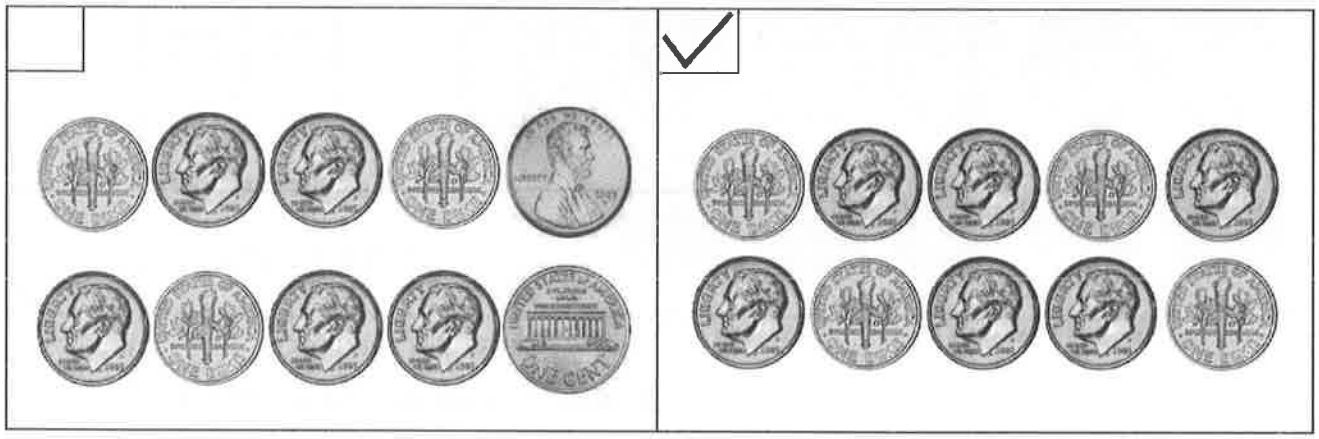
© 2018 Great Minds®. eureka-math.org

2. Check the set that shows the same amount. Fill in the place value chart to match 100 cents.

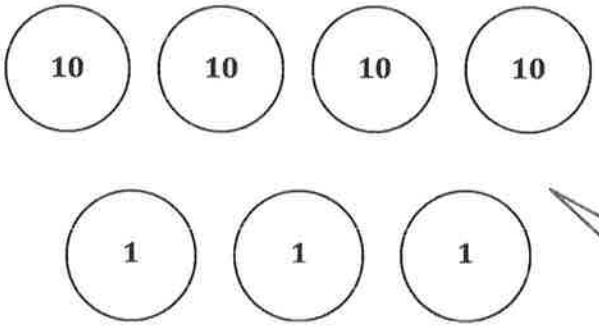
There are 8 dimes and 2 pennies, so there are 8 tens and 2 ones: $80 + 2 = 82$.
This set shows 82 cents.

| tens | ones |
|---|---|
| 10 | 0 |

There are 10 dimes and 0 pennies, so there are 10 tens and 0 ones: $100 + 0 = 100$.
This set shows 100 cents.



3. Draw 43 cents using dimes and pennies. Fill in the place value chart to match.




| tens | ones |
|---|---|
| 4 | 3 |

I can make 43 cents with 4 dimes and 3 pennies.
That's 4 tens and 3 ones!



© 2018 Great Minds®. eureka-math.org

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 |
|---|---|
| | |

_____

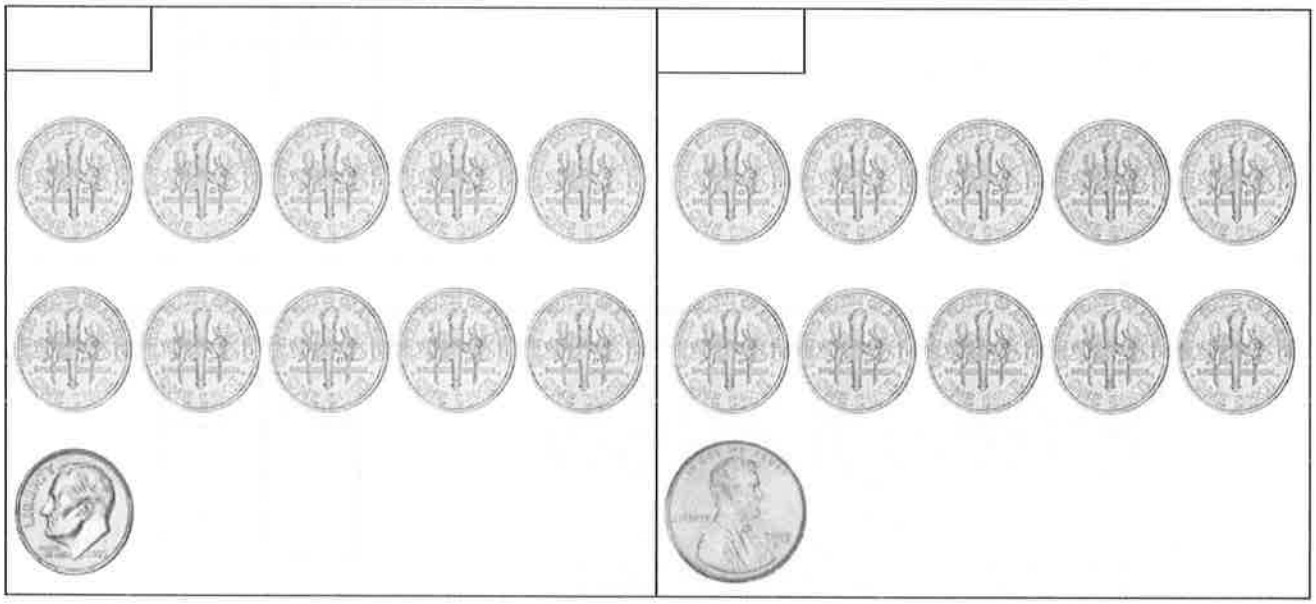


© 2018 Great Minds®. eureka-math.org

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 |
|---|---|
| | |

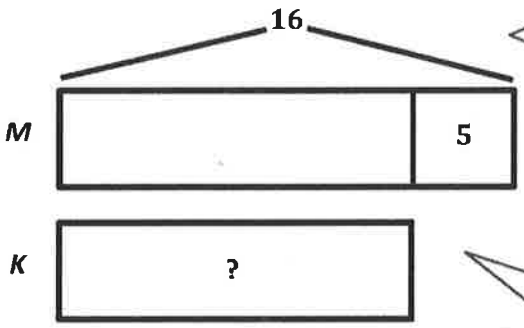


© 2018 Great Minds®. eureka-math.org

EUREKA MATH

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. Maria used 16 beads to make a bracelet. Maria used 5 more beads than Kim. How many beads did Kim use to make her bracelet?



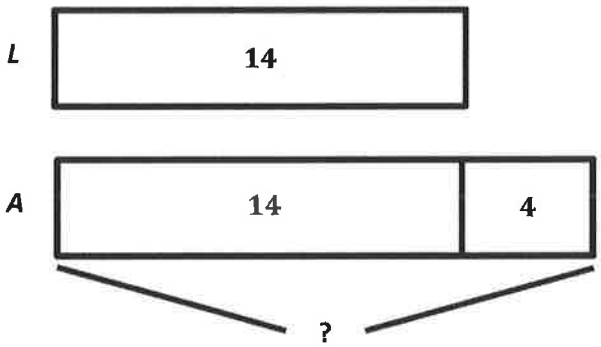

$16 - 5 = \boxed{11}$

***Kim used 11 beads.***

I can draw a double tape diagram to compare Maria's and Kim's beads. I can draw Maria's and Kim's tapes the same length. Since I know they don't have the same amount of beads, I ask myself, Who has more? Maria! She has 5 more beads than Kim. I'll add more to Maria's tape and label it with 5 because she has 5 more beads than Kim.

I can draw arms to include both parts of Maria's tape because the whole is 16. The first part of Maria's tape is equal to Kim's, so if I figure out Maria's first part, I'll know Kim's tape, too!

2. Leo picked 14 strawberries. Leo picked 4 fewer strawberries than Agnes. How many strawberries did Agnes pick?




$14 + 4 = \boxed{18}$

***Agnes picked 18 strawberries.***

I slow down and read every part of the problem carefully. If Leo picked 4 fewer strawberries than Agnes, then Agnes has 4 more than Leo! This is an addition problem, not subtraction!

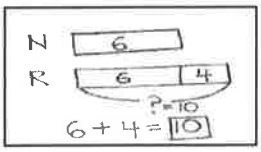


© 2018 Great Minds®. eureka-math.org

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. 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?



© 2018 Great Minds®. eureka-math.org

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?

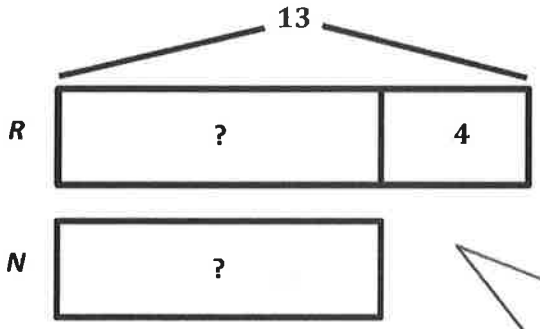
6. With his camera, Darnel took 5 more pictures than Kiana. He took 13 pictures. How many pictures did Kiana take?



© 2018 Great Minds®. eureka-math.org

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. Ruben has 13 markers. Nashrah has 4 fewer markers than Ruben. How many markers does Nashrah have?



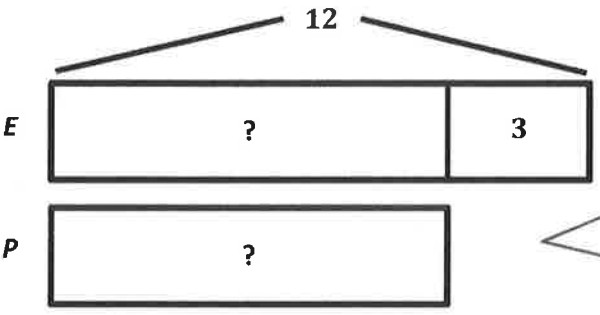

I can draw a double tape diagram with equal tapes for both Ruben and Nashrah. Since I know they don't have an equal amount of markers, I ask myself, who has more? Since Nashrah has fewer markers, and I know that Ruben has 4 more markers, I'll add more to Ruben's tape and label it with 4 since he has 4 more markers.

I can draw arms to show Ruben's total, which is 13 markers. The first part of Nashrah's tape is equal to Ruben's, so if I figure out Ruben's first part, I'll know how many markers Nashrah has. I can use subtraction to solve.

$13 - 4 = \boxed{9}$

***Nasrah has 9 markers.***

2. Emil found 12 leaves on the playground. He found 3 more leaves than Payton. How many leaves did Payton find?




$12 - 3 = \boxed{9}$

***Payton found 9 leaves.***

I must read every part of the problem carefully. Sometimes *more* doesn't mean to add! Since Emil found 3 more leaves than Payton, I have to subtract to find out how many leaves Payton found.

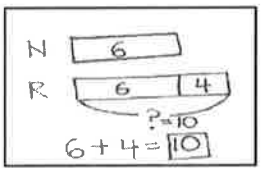


© 2018 Great Minds®. eureka-math.org

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?



© 2018 Great Minds®. eureka-math.org

4. Kiana picked 12 apples from the tree. She picked 6 fewer apples than Willie. How many apples did Willie pick from the tree?

5. During recess, Emi found 16 rocks. She found 5 more rocks than Peter. How many rocks did Peter find?

6. The first grade football team has 12 players. The first grade team has 6 fewer players than the second grade team. How many players are on the second grade team?

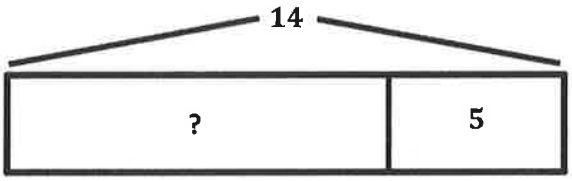


EUREKA MATH

© 2018 Great Minds®. eureka-math.org

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. Some children were playing in the gym. 5 children came to join, and now there are 14 children. How many children were in the gym in the beginning?



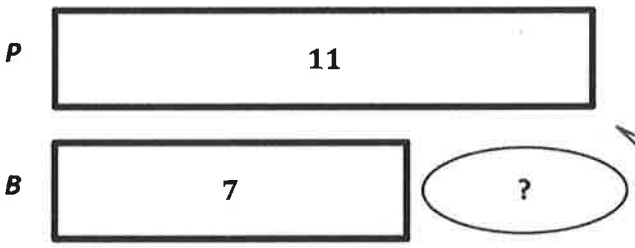

This problem feels tricky because I don't know how many children were playing at first. That's my unknown! It helps when I read one sentence at a time and draw.

$14 - 5 = \boxed{9}$

***9 children were in the gym in the beginning.***

My drawing shows that I know the whole and one part. I can use subtraction to find out how many children were playing in the beginning. Or, I could have used addition to solve: $___ + 5 = 14$.

2. Peter biked for 11 minutes. Belle biked for 7 minutes. How much shorter in time was Belle's bike ride?




$7 + \boxed{4} = 11$

***Belle's bike ride was 4 minutes shorter.***

Since I am comparing this time, I draw a double tape diagram. Since Peter biked for more minutes, his tape is longer than Belle's. I can use addition to solve for the missing part, which is 4 minutes.

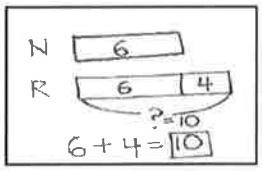


© 2018 Great Minds®. eureka-math.org

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. 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?



© 2018 Great Minds®. eureka-math.org

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?



© 2018 Great Minds®. eureka-math.org

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

- [ ] Happy Count by ones.
- [x] Happy Count by tens.
- [x] Count by ones the Say Ten way.
- [ ] Count by tens the Say Ten way.
  First, start at 0, and then start at 7.
- [x] Movement counting—count while doing squats, arm rolls, jumping jacks, etc.

I can practice these fun math games with a family member or friend to keep my math skills sharp over the summer.

2. Write the numbers from 96 to 115.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 96 | **97** | 98 | 99 | **100** | 101 | **102** | **103** | **104** | **105** |
| 106 | **107** | **108** | **109** | **110** | 111 | **112** | **113** | **114** | **115** |

3. Count backward by tens from 82 to 2.

82, **72**, 62, **52**, **42**, **32**, 22, **12**, **2**

Practicing a math game like Happy Counting throughout the year has helped me count forward and backward. Look, I can count past 100 by ones and backward by tens! I couldn't do these two things when I started first grade. Now I can do them easily.



© 2019 Great Minds®. eureka-math.org

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 | |

1. 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!



© 2019 Great Minds®. eureka-math.org

Teach a family member your favorite math game during our fluency celebration. Describe what it was like to teach the game. Was it easy? Hard? Why?

***I taught my mom how to play the math game Missing Part: Make Ten. I am used to learning how to play the math games from my teacher and then playing with my friends. Teaching my mom was fun, but it was a little bit hard. Even though I know how to play the game, I sometimes forgot to explain some of the important parts to her.***

I can pick a math game from one of our math centers and teach it to one of my family members. I know how to play the game by myself, but sometimes you learn something by teaching it to someone else. It helped me think about making ten when I had to show my mom what we needed to do.



© 2019 Great Minds®. eureka-math.org

What did you do in math class today?

***Today I decorated a math folder for my math summer packet. I decorated my folder with drawings of all the things I learned in math this year. I drew addition and subtraction number sentences, 5-group drawings, and number bonds. I also drew quick tens, a place value chart, and different two- and three-dimensional shapes. These are just some of the many things I learned in math this year. I will try to practice my summer packet everyday with one of my family members so that I can be ready for math in second grade!***

My summer packet includes

- A Lesson 30 Summer Packet.
- Single-sided numeral or 5-group cards.
- 5 Core Fluency Sprints and some other Grade 1 Sprints.
- Core Fluency Differentiated Practice Sets.



© 2019 Great Minds®. eureka-math.org

# Credits

Great Minds® has made every effort to obtain permission for the reprinting of all copyrighted material. If any owner of copyrighted material is not acknowledged herein, please contact Great Minds for proper acknowledgment in all future editions and reprints of this module.



© 2018 Great Minds®. eureka-math.org