

# LETTER HOME

## Look at 100

Dear Family Member:

In this unit, we focus on the number 100 as we explore number relationships in a variety of contexts.

Your child will use different manipulatives to “see” the number 100 and to solve addition and subtraction problems. For example, your child will group and find the value of coins and find ways of combining them to make 100. Your child will also have experiences with 100 links and the 100 Chart.

In addition, students extend their knowledge telling time to include reading and writing time to the nearest half-hour using an analog clock.

As we continue to investigate number relationships, you can provide additional support at home by doing some of the following activities:

- **Moving On the 100 Chart Game.** To develop your child’s knowledge of number relationships, he or she will play this game in school and bring it home for more practice.
- **Money Counter.** Ask your child to count your loose change each night.

Quarters



Dimes



Nickels



Pennies



50, 60, 70, 80, 85, 90, 95, 96, 97, 98, 99, 100

Using coins to make 100

### Math Facts and Mental Math

This unit continues the development of the addition facts with sums to ten and specifically focuses on the facts in Group D:  $3 + 3$ ,  $3 + 4$ ,  $4 + 4$ ,  $4 + 5$ .

**Addition Facts.** You can help your child develop strategies for these facts using the flash cards that are sent home or by making a set from index cards or scrap paper. Study the facts in small groups each night. As your child goes through the flash cards, put the cards in three stacks: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn.

For Facts I Need to Learn, work on strategies for figuring them out. The facts in Group D include the facts that use doubles (e.g.,  $4 + 4$ ) or use doubles plus one or minus one (e.g.,  $4 + 5$ ).

$$4 + 4 = 8$$



Roberto

If  $4 + 4 = 8$ ,  
what is  $4 + 5$ ?

For Facts I Can Figure Out, use the flash cards to develop fluency with the addition facts.

For Facts I Know Quickly, help your child use mental math strategies to add 10s related to the addition facts:  $14 + 4$  (related to  $4 + 4$ ) or  $30 + 30$  (related to  $3 + 3$ ).

**Related Subtraction Facts.** You can also help your child develop strategies for the related subtraction facts using the flash cards.

For Facts I Need to Learn, work on strategies for figuring them out.

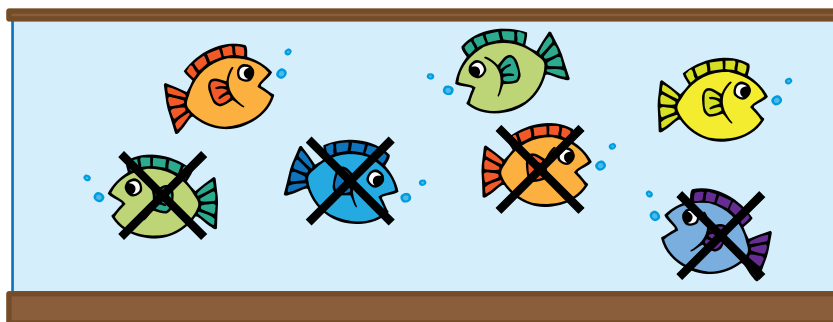
$3 + 4 = 7$   
What is  $7 - 4$ ?  
What is  $7 - 3$ ?

Mara

I think about fact families:  
 $3 + 4 = 7$   
 $4 + 3 = 7$   
 $7 - 4 = 3$   
 $7 - 3 = 4$

You may also ask your child to tell an addition story and a related subtraction story for a fact. For example, “There were 3 fish in a tank. 4 more fish were added. Now there are 7 fish.”

Related subtraction story: “There are 7 fish in a tank. 4 fish were taken out of the tank. How many fish are in the tank?”



$$7 \text{ fish} - 4 \text{ fish} = 3 \text{ fish}$$

For Facts I Can Figure Out, use the flash cards to develop fluency with the related subtraction facts:  $8 - 4$  (related to  $4 + 4 = 8$ ).

For Facts I Know Quickly, practice using mental math strategies while subtracting multiples of 10:  $90 - 40$  (related to  $4 + 5 = 9$ ).

Thank you for taking time to talk with your child about what he or she is doing in math.

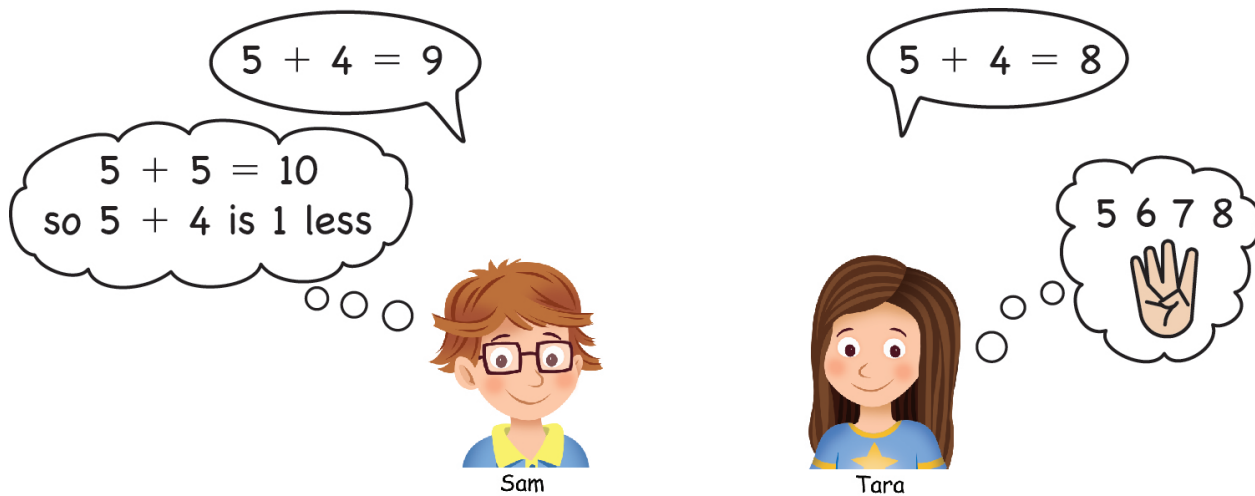
Sincerely,

# Unit 11: Home Practice

## Part 1 Addition Flash Cards: Group D

Take home your Addition Flash Cards: Group D with sums to ten. Ask a family member to choose one flash card at a time for you to solve. Sort the flash cards into three piles: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn. Clip the cards in the Facts I Know Quickly pile together and place them back into the envelope. Practice the facts in the last two piles again.

## Part 2 Addition Facts



Do you agree with Tara or Sam? Explain.

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**Part 3** Nickels, Dimes, Quarters

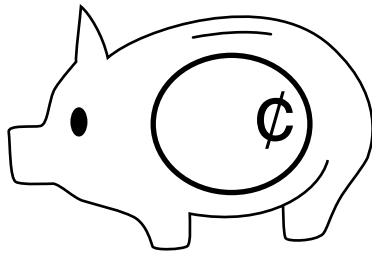


Dear Family Member:

Put at least 5 nickels, 5 dimes, and 5 quarters into a jar. Ask your child to remove a few coins from the jar and to write the number of each coin underneath the first piggy bank below. Then he or she writes the total amount of money in the circle on the bank. Repeat for each of the other piggy banks.

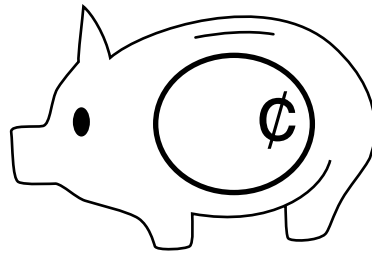
Thank you.

1.



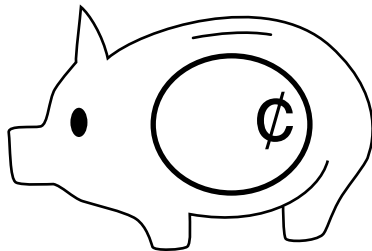
\_\_\_\_\_ nickels  
 \_\_\_\_\_ dimes  
 \_\_\_\_\_ quarters

2.



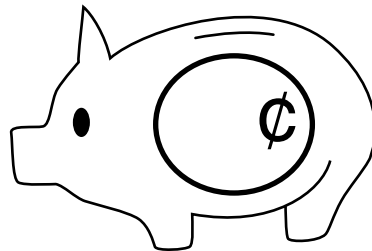
\_\_\_\_\_ nickels  
 \_\_\_\_\_ dimes  
 \_\_\_\_\_ quarters

3.



\_\_\_\_\_ nickels  
 \_\_\_\_\_ dimes  
 \_\_\_\_\_ quarters

4.



\_\_\_\_\_ nickels  
 \_\_\_\_\_ dimes  
 \_\_\_\_\_ quarters

**Part 4 Quarter Purse**

There is a quarter in the purse. Find the total amount of money for each problem. Label your answer.

1.     \_\_\_\_\_

2.      \_\_\_\_\_

3.     \_\_\_\_\_

4.      \_\_\_\_\_

5.      \_\_\_\_\_

6.       \_\_\_\_\_

**Part 5 Adding Nickels and Dimes**

You may use coins to help you. Use labels.

5¢	5¢	5¢	5¢	5¢	5¢	5¢	5¢	5¢	5¢
10¢		10¢		10¢		10¢		10¢	

- $5¢ + 10¢ + \underline{\hspace{2cm}} = 25¢$
- $5¢ + 5¢ + \underline{\hspace{2cm}} = 15¢$
- $25¢ = 5¢ + 5¢ + 5¢ + \underline{\hspace{2cm}}$
- $30¢ = 10¢ + 10¢ + \underline{\hspace{2cm}}$
- $5¢ + 10¢ + 10¢ + \underline{\hspace{2cm}} = 30¢$
- $10¢ + 10¢ + 10¢ + 10¢ = \underline{\hspace{2cm}}$
- $5¢ + 10¢ + 5¢ + 10¢ = \underline{\hspace{2cm}}$
- $25¢ = 20¢ + \underline{\hspace{2cm}}$

Use ¢ to show what the numbers mean.



**Part 6 Problems**

**You may use a calendar, coins, or a ruler to help you.**

1. It rained on Monday and Tuesday, so Maya’s class did not go out for recess. The next three days were sunny and they played outside. What days did they go out?

\_\_\_\_\_

2. Jerome had a dime and two nickels in his pocket. He found a quarter on the playground. How much money does he have now? Show how you found the value.

\_\_\_\_\_

\_\_\_\_\_

3. Tanya measured the length of her jump rope using links. It was as long as 7 groups of ten links and 8 more ones. How long is the jump rope in links?

\_\_\_\_\_

4. Romesh said that he could jump 100 inches up in the air. Could be or crazy? How did you decide?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

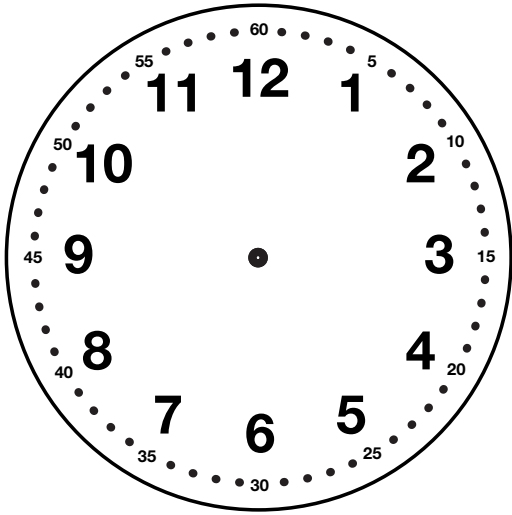
# Addition Facts I Know

**Circle the facts you know quickly.**

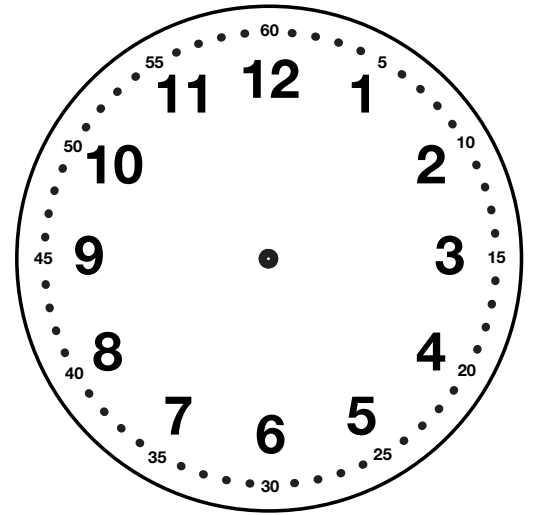
$\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$
$\begin{array}{r} 0 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	
$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$	
$\begin{array}{r} 0 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$		
$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$		
$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$			
$\begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$			
$\begin{array}{r} 0 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$				
$\begin{array}{r} 0 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$				



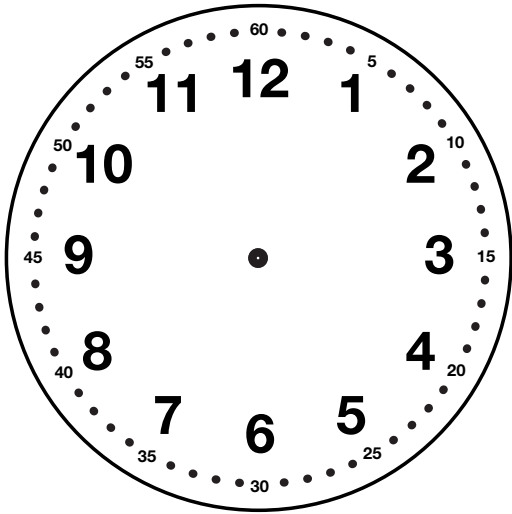
# Tell and Write Time



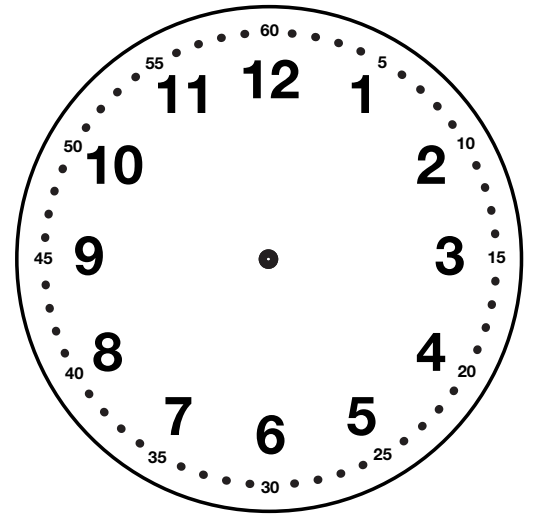
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# Telling Time at Home



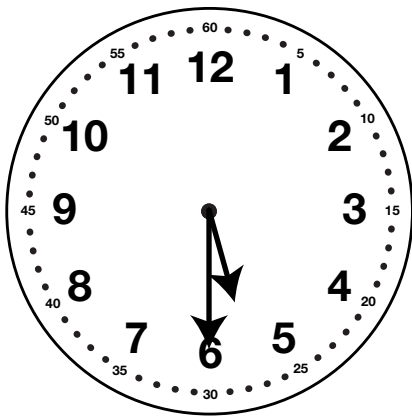
Dear Family Member:

Your child is learning to tell time to the nearest half hour on an analog clock. Use a clock to help your child identify the time things happen at home. For example, your child may eat dinner at 5:30 or get ready for bed at 8:00. Help your child complete the bottom of the page.

Thank you.

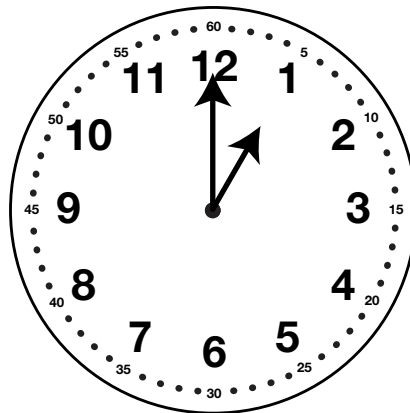
**Circle the time shown on each clock.**

1.



5:00      5:30

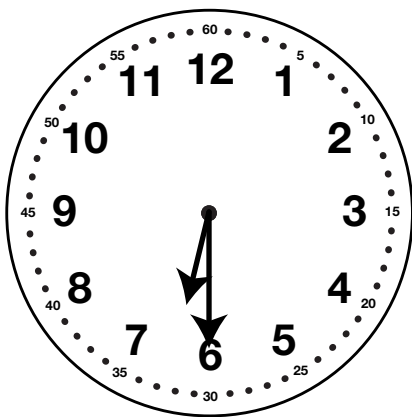
2.



1:00      1:30

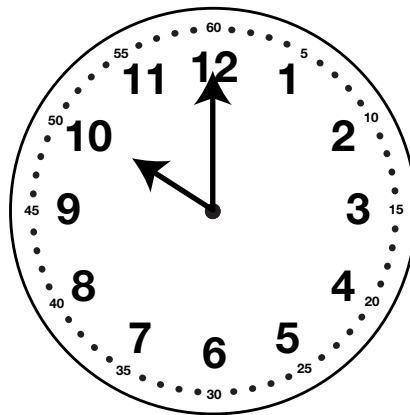
**Write the time shown on each clock.**

3.



\_\_\_\_\_ : \_\_\_\_\_

4.



\_\_\_\_\_ : \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

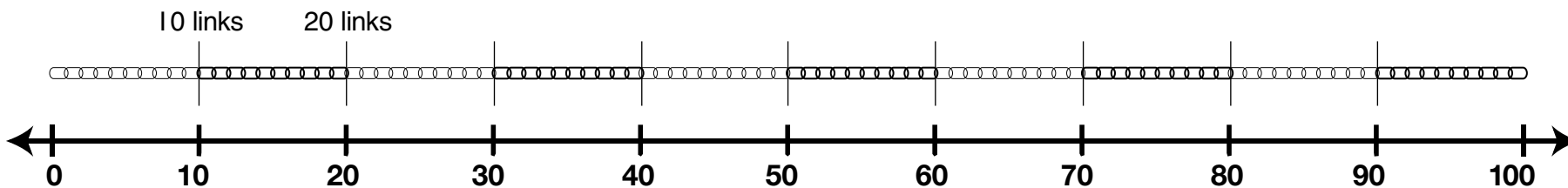
## More Number Sentences



Dear Family Member:

In class, students are writing number sentences to show parts of 100. Help your child complete the number sentences. He or she can use the number line or other strategies. Ask your child to explain his or her reasoning.

Thank you.



**A.**  $\underline{50} + \underline{\quad} = \underline{100}$

**B.**  $\underline{\quad} + \underline{40} = \underline{100}$

**C.**  $\underline{\quad} + \underline{90} = \underline{100}$

**D.**  $\underline{70} + \underline{30} = \underline{\quad}$

**E.**  $\underline{20} + \underline{\quad} = \underline{100}$

**F.**  $\underline{100} + \underline{0} = \underline{\quad}$

# Starting with 100



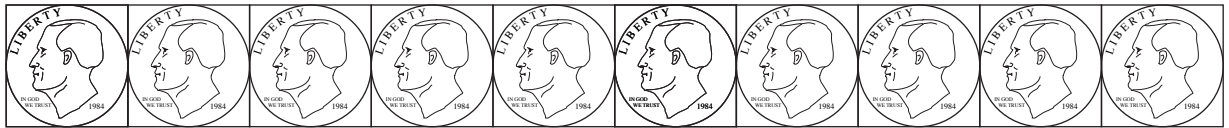
Dear Family Member:

Your child divided 10 dimes into two piles and wrote number sentences to describe the partitions. A number sentence for 8 dimes and 2 dimes is  $80¢ + 20¢ = 100¢$ .

Help your child fill in the missing numbers and write subtraction sentences for the problems that follow. To solve  $60¢ + \underline{\hspace{2cm}} = 100¢$ , for example, your child might place a real dime or a piece of cereal on 6 of the dimes in the picture. Then he or she can skip count by tens to find the value of the 4 uncovered dimes.

Thank you.

**Find the missing numbers. Write two subtraction sentences for each addition sentence. Use the dimes to help you.**



**Ex.**  $90¢ + \underline{10¢} = 100¢$

$100¢ - 90¢ = \underline{10¢}$

$100¢ - \underline{10¢} = 90¢$

**A.**  $60¢ + \underline{\hspace{2cm}} = 100¢$

$100¢ - 60¢ = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}}¢ - \underline{\hspace{2cm}}¢ = \underline{\hspace{2cm}}¢$

**B.** \_\_\_\_\_ + 40¢ = 100¢

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\_\_\_\_\_ ¢ - \_\_\_\_\_ ¢ = \_\_\_\_\_ ¢

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\_\_\_\_\_ ¢ - \_\_\_\_\_ ¢ = \_\_\_\_\_ ¢

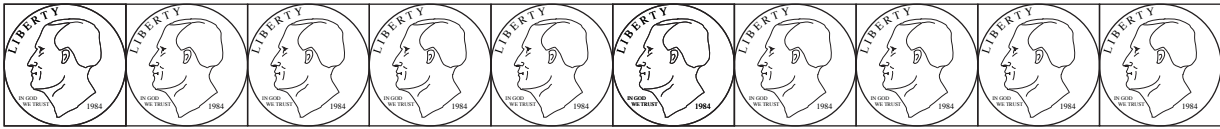
**C.** 30¢ + \_\_\_\_\_ = 100¢

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\_\_\_\_\_ ¢ - \_\_\_\_\_ ¢ = \_\_\_\_\_ ¢

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\_\_\_\_\_ ¢ - \_\_\_\_\_ ¢ = \_\_\_\_\_ ¢



**D.** \_\_\_\_\_ + 70¢ = 100¢

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\_\_\_\_\_ ¢ - \_\_\_\_\_ ¢ = \_\_\_\_\_ ¢

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\_\_\_\_\_ ¢ - \_\_\_\_\_ ¢ = \_\_\_\_\_ ¢

**E.** 80¢ + \_\_\_\_\_ = 100¢

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\_\_\_\_\_ ¢ - \_\_\_\_\_ ¢ = \_\_\_\_\_ ¢

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\_\_\_\_\_ ¢ - \_\_\_\_\_ ¢ = \_\_\_\_\_ ¢

**Find the missing numbers.**

**F.** 50¢ + \_\_\_\_\_ = 100¢

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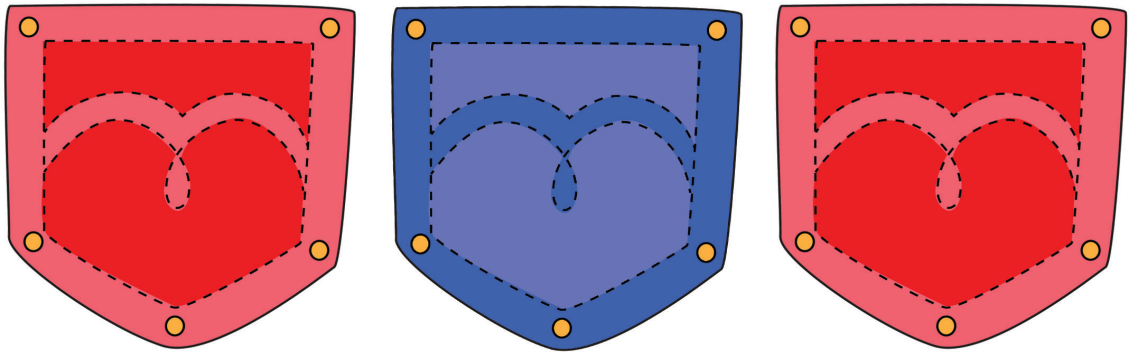
100¢ - 50¢ = \_\_\_\_\_

**G.** 20¢ + \_\_\_\_\_ = 100¢

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100¢ - 20¢ = \_\_\_\_\_

## Three Pockets



\_\_\_\_\_ ¢ + \_\_\_\_\_ ¢ + \_\_\_\_\_ ¢ = 100¢

\_\_\_\_\_ ¢ + \_\_\_\_\_ ¢ + \_\_\_\_\_ ¢ = 100¢

\_\_\_\_\_ ¢ + \_\_\_\_\_ ¢ + \_\_\_\_\_ ¢ = 100¢

\_\_\_\_\_ ¢ + \_\_\_\_\_ ¢ + \_\_\_\_\_ ¢ = 100¢

\_\_\_\_\_ ¢ + \_\_\_\_\_ ¢ + \_\_\_\_\_ ¢ = 100¢

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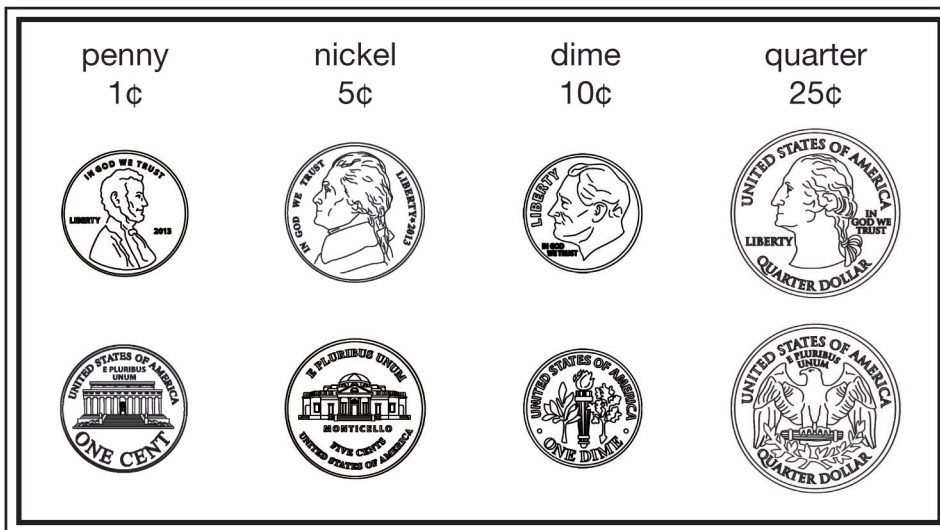
# Value of Coins



Dear Family Member:

Your child has been learning the value of coins and how to find the value of a collection of coins. You can help by giving your child combinations of coins to count. Remind him or her to skip count whenever possible. It also helps to start with the largest valued coin and then count on.

Thank you.



1. Frank found these coins on his way to school. How much money did he find?



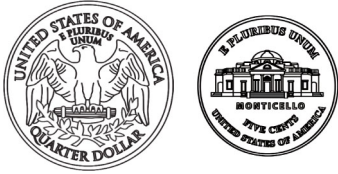
\_\_\_\_\_

2. Irma buys candy for her sister with these coins. How much does she pay?



\_\_\_\_\_

3. Grace buys carrots at lunch and pays with these coins. How much did her carrots cost?



\_\_\_\_\_

4. Jerome has these coins in his piggy bank. How much money does he have?



\_\_\_\_\_

5. Keenya got a purse with these coins for her birthday. How much are the coins worth?



\_\_\_\_\_

6. A. Jacob has 35 cents. What coins might he have?

- B. Show a different set of coins that makes 35 cents.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Moving On the 100 Chart Game at Home



Dear Family Member:

Your child played the Moving On the 100 Chart Game in school and is ready to teach it to someone at home. Please help your child keep a record of the number of times he or she plays the game.

Thank you.

**Make a tally mark for each time you play the game.**

Tallies \_\_\_\_\_

Family Member's signature \_\_\_\_\_

Child's signature \_\_\_\_\_

Return this sheet to school by \_\_\_\_\_

**100 Chart**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>
<b>51</b>	<b>52</b>	<b>53</b>	<b>54</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>59</b>	<b>60</b>
<b>61</b>	<b>62</b>	<b>63</b>	<b>64</b>	<b>65</b>	<b>66</b>	<b>67</b>	<b>68</b>	<b>69</b>	<b>70</b>
<b>71</b>	<b>72</b>	<b>73</b>	<b>74</b>	<b>75</b>	<b>76</b>	<b>77</b>	<b>78</b>	<b>79</b>	<b>80</b>
<b>81</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>90</b>
<b>91</b>	<b>92</b>	<b>93</b>	<b>94</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>98</b>	<b>99</b>	<b>100</b>

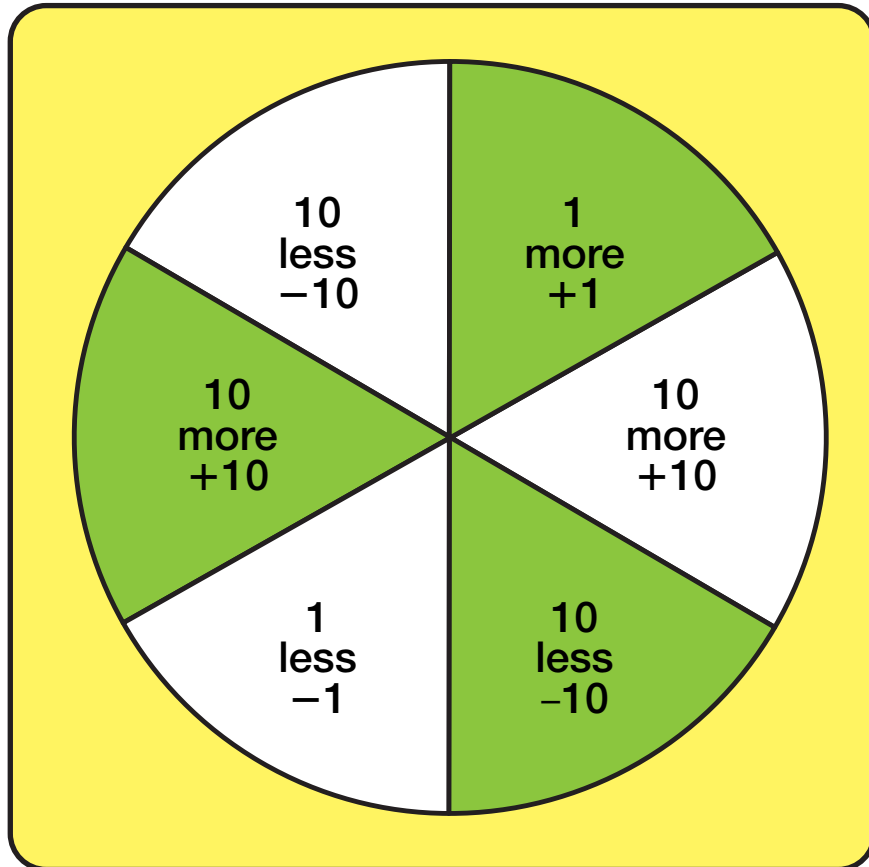
## Moving On the 100 Chart Game Board

This is a game for two players. The goal is to get the closest to 100.

### Materials

- Spinner
- clear spinner (or paper clip and pencil)
- game markers
- Recording Sheet
- *100 Chart*

### Spinner



### Directions

1. Each player places a marker on the number 45 on the *100 Chart*. Use the rules below and take turns.
2. Spin. Move your marker on the *100 Chart* to the space that matches your spin.
3. Say a number sentence that describes your move. Then write it on your recording sheet. Example: Start at 45. Spin 10 less.  $45 - 10 = 35$ .
4. The player who reaches the largest number after 7 spins wins.

# Moving On the 100 Chart Recording Sheet

Player 1 \_\_\_\_\_

Player 2 \_\_\_\_\_

Start with 45.

Start with 45.

Spin (+1, -1, +10, -10)	Number Sentence

Spin (+1, -1, +10, -10)	Number Sentence

Number after 7 Spins: \_\_\_\_\_

Number after 7 Spins: \_\_\_\_\_

# More Numbers On the 100 Chart



Dear Family Member:

Help your child read each question and use the 100 Chart to name a number that matches the words or number sentence.

Thank you.

**Name a number that is:**

1. **ten less** than 63

\_\_\_\_\_

2. **one less** than 60

\_\_\_\_\_

3. **one more** than 60

\_\_\_\_\_

4. **ten more** than 75

\_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

5.  $54 + 10 =$  \_\_\_\_\_

**Write a number sentence:**

6.  $83 - 1 =$  \_\_\_\_\_

9. **ten more** than 13

7.  $52 - 10 =$  \_\_\_\_\_

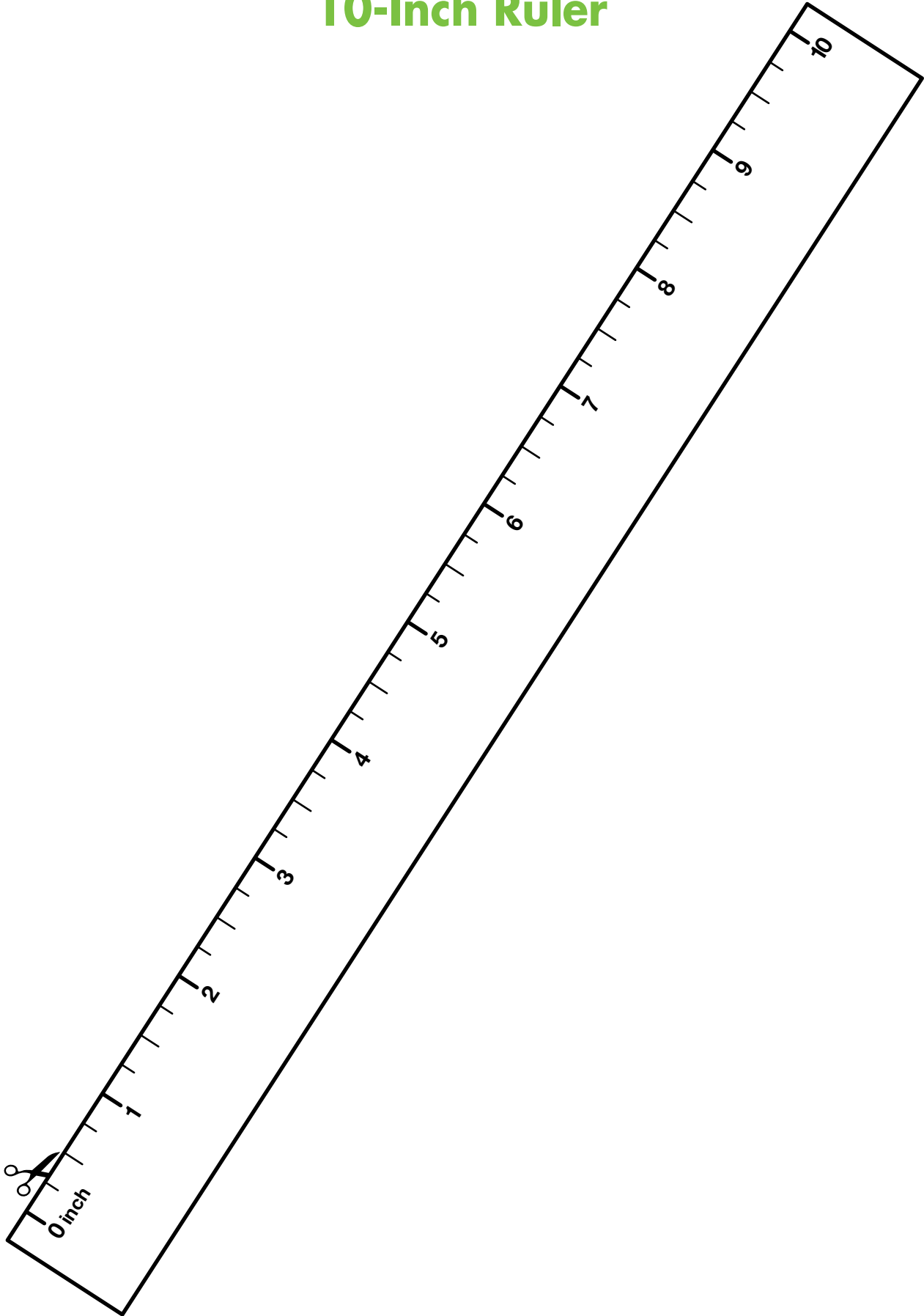
\_\_\_\_\_

8.  $70 + 1 =$  \_\_\_\_\_

10. **ten less** than 18

\_\_\_\_\_

# 10-Inch Ruler



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# Could Be or Crazy

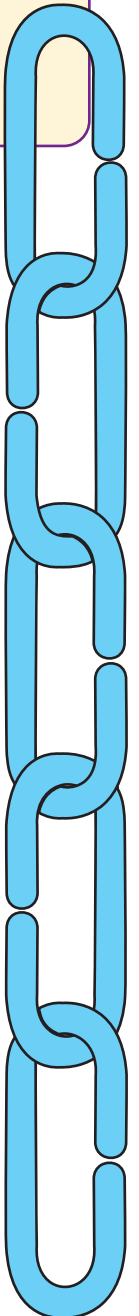


Dear Family Member:

The class has been learning about the numbers up to 100. The students have been deciding whether estimates and measurements with these numbers are reasonable or not. They have also been learning that the measure of a length depends on the size of the unit of measure. For example, a pencil could be 4 large paper clips long or 6 small paper clips long. Use the picture of five links to help you.

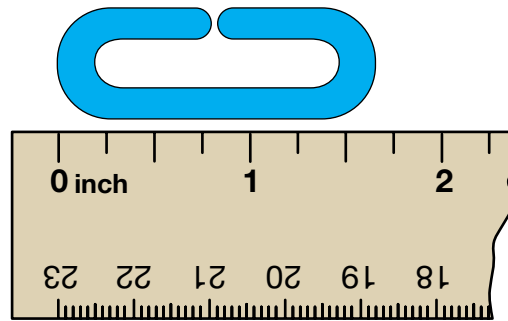
Thank you.

1. Name something in your home for which 20 links long is a crazy estimate.
  
2. Name something in your home for which 20 links long is a could be estimate.



**3.** One inch is shorter in length than one link.

**A.** Roberto measured his backpack and it is about 20 inches long. Will it be more or less than 20 links? Circle the could be estimate in links:



15 links

30 links

**B.** John’s father is about 55 links tall. Circle the could be estimate in inches:

45 inches

75 inches

**C.** A door in Lee Yah’s home is about 80 inches tall. Circle the could be estimate in links:

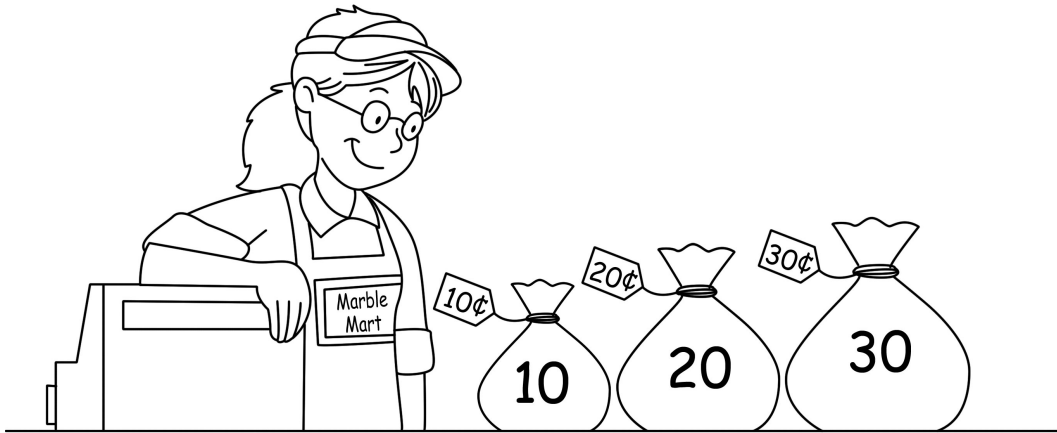
100 links

60 links

**D.** For Question C, show or tell how you decided.



# Maria's Marble Mart



Joe wants to buy 60 marbles. He can buy bags of 10, 20, or 30 marbles. Name the different ways that his order can be filled.

At Maria's Marble Mart, a bag of 10 marbles costs 10¢, a bag of 20 marbles costs 20¢, and a bag of 30 marbles costs 30¢. Tonya wants to buy 60 marbles. She buys one of each size bag: a 10-marble bag, a 20-marble bag, and a 30-marble bag.

# Bags of Tens



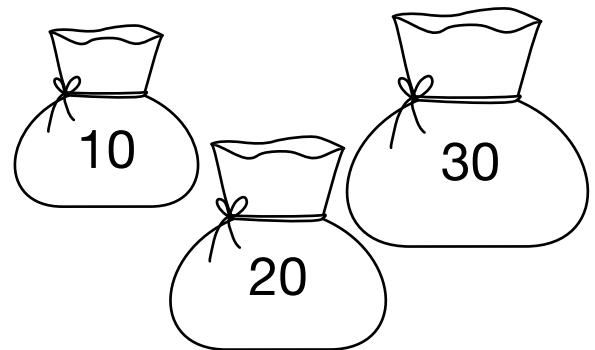
Dear Family Member:

Your child has been counting by tens and finding different partitions of multiples of ten. For example, the multiple 50 could be represented by  $10 + 10 + 10 + 20$ ,  $30 + 20$ , or  $20 + 10 + 20$ . Help your child find different ways to compose the multiples of ten. Use the 100 Chart.

Thank you.

**Candies come in bags of 10, 20, and 30. Write number sentences to show how many of each bag to use to fill the boxes. Show two ways.**

**Ex.** Box of 50

$$\begin{array}{r} 10 + 10 + 10 + 20 = 50 \\ \hline 20 + 10 + 20 = 50 \\ \hline \end{array}$$


**1.** Box of 70

\_\_\_\_\_

\_\_\_\_\_

**2.** Box of 30

\_\_\_\_\_

\_\_\_\_\_

**3.** Box of 90

\_\_\_\_\_

\_\_\_\_\_

**4.** Box of 60

\_\_\_\_\_

\_\_\_\_\_

# 100 Chart

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>
<b>51</b>	<b>52</b>	<b>53</b>	<b>54</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>59</b>	<b>60</b>
<b>61</b>	<b>62</b>	<b>63</b>	<b>64</b>	<b>65</b>	<b>66</b>	<b>67</b>	<b>68</b>	<b>69</b>	<b>70</b>
<b>71</b>	<b>72</b>	<b>73</b>	<b>74</b>	<b>75</b>	<b>76</b>	<b>77</b>	<b>78</b>	<b>79</b>	<b>80</b>
<b>81</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>90</b>
<b>91</b>	<b>92</b>	<b>93</b>	<b>94</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>98</b>	<b>99</b>	<b>100</b>

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## Professor Peabody's Problem

**In the morning, Maria had 90 marbles in 9 bags of ten. She sold 70 marbles to Tony. Later she bought 20 more marbles. How many marbles did she have at the end of the day?**

My number sentence is  $90 - 70 + 20$ .

I used my head.

First I added  $70 + 20 = 90$

Then I subtracted  $90 - 90$   
and the answer is 0.



Do you think Professor Peabody is right?

# Marble Problems



Dear Family Member:

We have been working on solving a variety of addition and subtraction word problems using multiples of ten. Your child can use pictures, objects, a number line, ten frames, or 100 Chart to find the solution. You can help your child by asking if the answer is reasonable and what strategies he or she used.

Thank you.

## Solve each problem and write a number sentence.

1. Tony had some marbles. He bought 30 marbles. Now he has 60 marbles. How many did he have at the beginning?
  
2. Maria had 10 marbles. Tony gave her some marbles. Now she has 90 marbles. How many did Tony give her?
  
3. On Tuesday Maria had 70 marbles. She gave some to her friend. Now she has 10 marbles. How many did she give to her friend?

4. On Friday Maria sold 80 marbles and Tony sold 50 marbles. How many more marbles did Maria sell than Tony?
  
  
  
  
  
  
  
  
  
  
5. On Saturday Tony had 50 marbles. He sold 20 marbles in the morning and 30 in the afternoon. How many marbles did he have left?
  
  
  
  
  
  
  
  
  
  
6. Maria had 60 marbles. She sold 40 marbles. Later in the day she bought 30 more marbles. How many marbles did she have then?
  
  
  
  
  
  
  
  
  
  
7. Choose one problem and show or tell how you solved it.