

# Show the Number

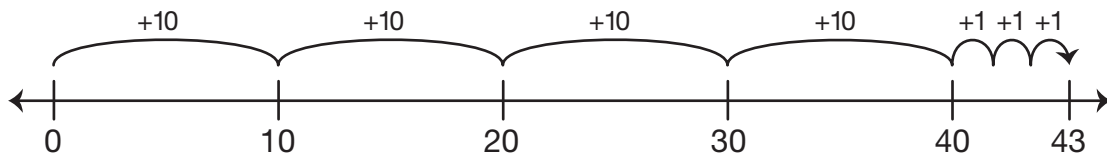
1. **A.** Show 43 with connecting cubes. Write the number sentence.

Number sentence \_\_\_\_\_

**B.** Show 43 with connecting cubes another way.

Number sentence \_\_\_\_\_

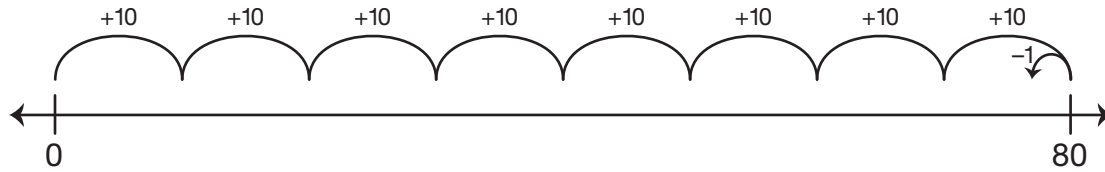
**C.** Lee Yah says, “I can show 43 on a number line using the base-ten hopper.” Her number line is below. Did Lee Yah show 43? Circle: Yes No



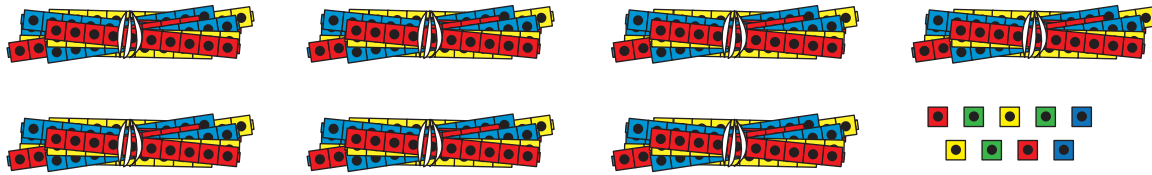
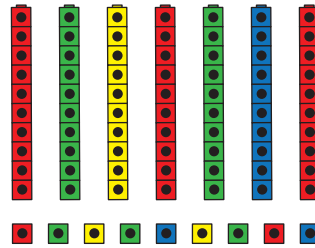
If not, fix Lee Yah’s number line.

Number sentence \_\_\_\_\_

2. Circle all the ways to show 79.



Tens	Ones
7	9
6	19

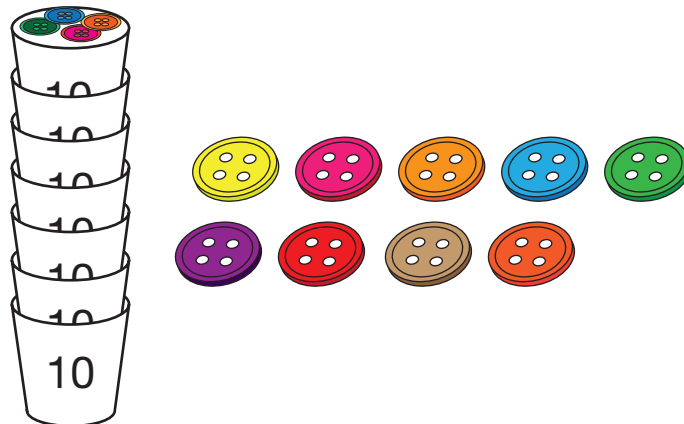


$10 + 10 + 10 + 10 + 10 + 10 + 10 + 9 = 79$

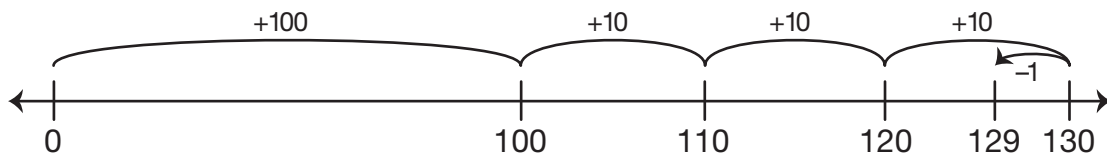
$9 + 70 = 79$

$7 + 90 = 79$

$70 + 5 + 1 + 1 + 1 + 1 = 79$



- 3. A.** Grace showed how a base-ten hopper can move from 0 to 129. Write the matching number sentence.



Number sentence \_\_\_\_\_

- B.** John says, “I can show 129 with cubes.” Did he?  
 Circle: Yes      No



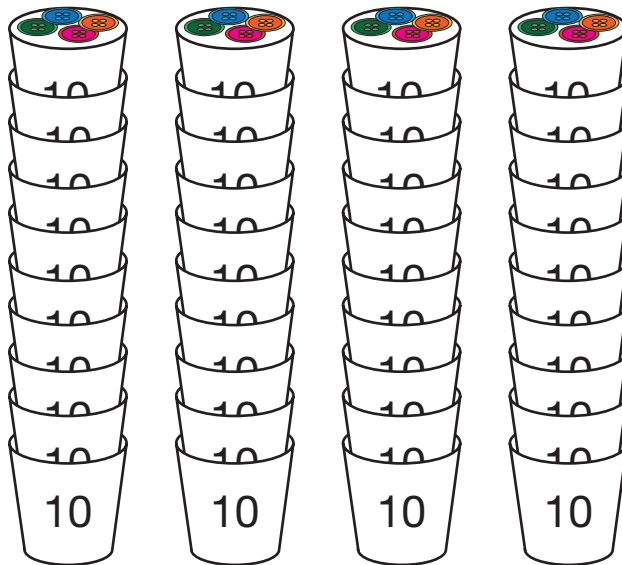
- C.** If not, show 129 with cubes and write the matching number sentence.

Number sentence \_\_\_\_\_

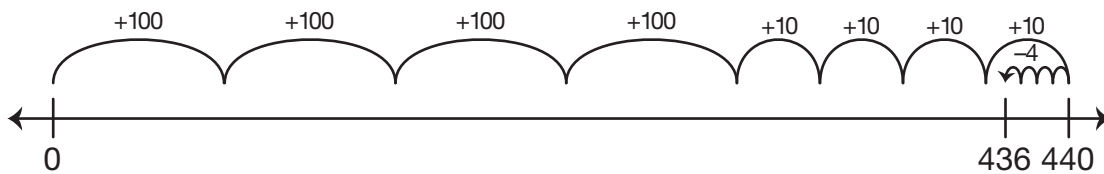
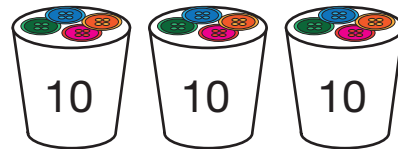
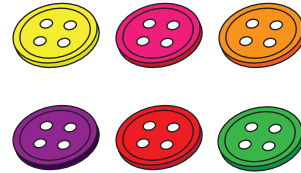
- D.** Show 129 another way with connecting cubes. Write the number sentence that matches.

Number sentence \_\_\_\_\_

4. Circle all the ways to show 436.

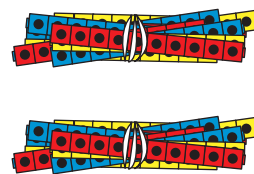
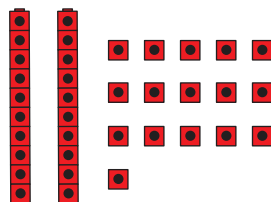
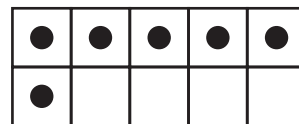
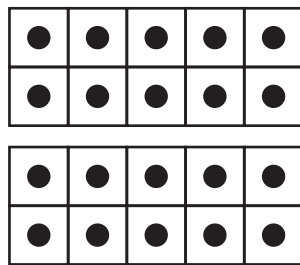
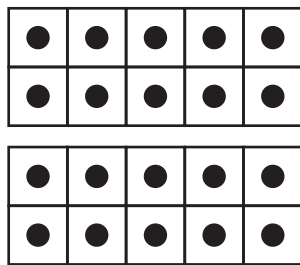


$436 + 0 = 436$



$400 + 10 + 10 + 10 + 6 = 436$

$400 + 3 + 6 = 436$

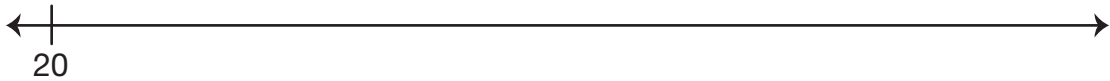


4 hundreds, 6 ones, and 3 tens

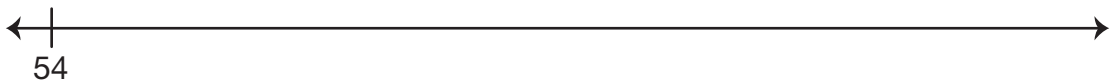
43 tens and 6 ones

5. Show the base-ten hopper's moves on the number lines to solve the problems.

A. Start at 20 and move 28.



B. Start at 54 and move 17.



C. Start at 159 and move 49.



6. Write the symbols  $>$ ,  $<$ , or  $=$  to make each sentence true.

A.  $43$    $34$

B.  $70 + 15$    $85$

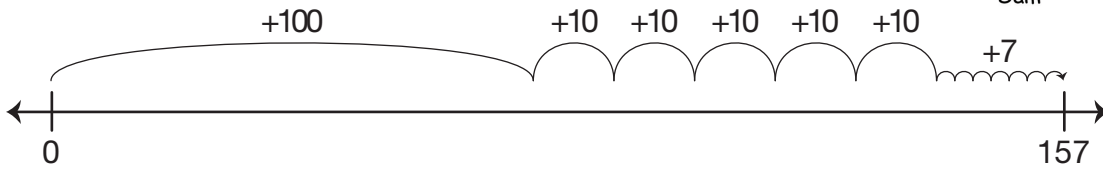
C.  $365$    $563$

D.  $505$   5 hundreds and 5 tens

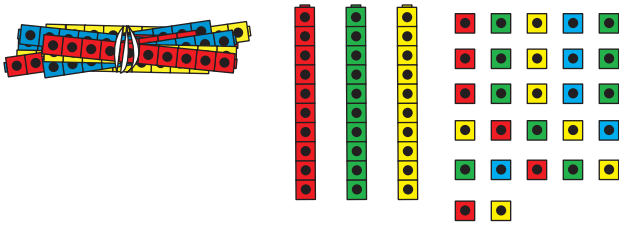
E.  $724$    $427$

F. one hundred and three tens  13 tens

7. Sam showed 157 this way:

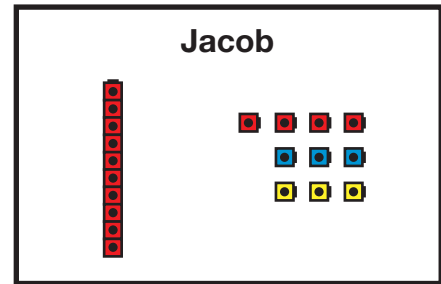
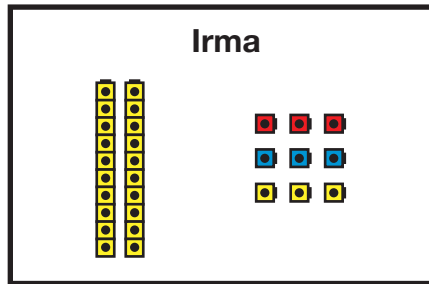


Josh showed 157 this way:



Who is correct? How do you know?

8. Irma and Jacob both used connecting cubes to show the same number.



Professor Peabody said, “They both showed the same number because the same number of pieces is there.” Do you agree with the Professor? Explain.

Write a number sentence for Irma’s cubes.

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Write a number sentence for Jacob’s cubes.

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**Fill in the chart. Then write the number another way.  
Follow the example.**

**Example:**

Hundreds	Tens	Ones	Number Sentence
1	5	6	$100 + 50 + 6 = 156$
1	4	16	$100 + 40 + 16 = 156$

**9. A.**

			<b><math>100 + 30 + 6 = 136</math></b>

**B.**

**10. A.**

<b>1</b>	<b>3</b>	<b>0</b>	

**B.**

**11. A.**

<b>2</b>	<b>12</b>	<b>14</b>	

**B.**

**12. A.** Choose a number between 100 and 900. Write a number sentence to show how you can build the number with 100s, 10s, and 1s.

Number sentence \_\_\_\_\_

**B.** Use the number line. Show how a base-ten hopper can move from 0 to that number.

