

Student Activity Book

Professor Peabody's Problems
(SAB pp. 245–248)

Questions 1–4

1.* Professor Peabody is incorrect.

Possible response: Emily has more loose cubes than Josh, but the total value of her cubes is only 19. Josh's total is 21.

Number sentence for Emily's cubes:

$$10 + 9 = 19$$

Number sentence for Josh's cubes:

$$20 + 1 = 21$$

2.* Possible response: Professor Peabody is wrong. Sara has only 5 pieces and Luis has 10 pieces, but Sara's pieces have a greater value. You can't just count the number of pieces. You have to think about their value.

Number sentence for Sara's cubes: $30 + 2 = 32$

Number sentence for Luis's cubes: $10 + 9 = 19$

Copyright © Kendall Hunt Publishing Company

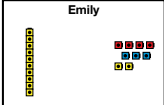
Name _____ Date _____

Professor Peabody's Problems


Solve the following problems with connecting cubes.

- Emily and Josh each grabbed a handful of connecting cubes. They counted them and grouped them.

Emily



Josh



Professor Peabody said, "Emily has more because she has nine loose cubes and Josh has only one."

Is Professor Peabody right? _____
Show or tell how you know.

Write a number sentence for Emily's cubes.

Write a number sentence for Josh's cubes.

Copyright © Kendall Hunt Publishing Company


Every Number Has Its Place SAB • Grade 2 • Unit 5 • Lesson 4 **245**

Student Activity Book - Page 245

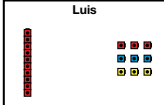
Name _____ Date _____

- Sara shows 32 connecting cubes on her recording sheet. Luis shows 19.

Sara



Luis



Professor Peabody said, "Luis has more because he has 10 pieces and Sara has only 5." How would you help Professor Peabody? Explain.

Write a number sentence for Sara's cubes.

Write a number sentence for Luis's cubes.

Copyright © Kendall Hunt Publishing Company


246 SAB • Grade 2 • Unit 5 • Lesson 4 Every Number Has Its Place

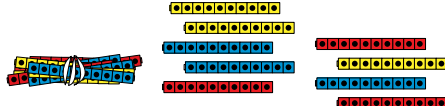
Student Activity Book - Page 246

*Answers and/or discussion are included in the lesson.

Name _____ Date _____

3. Professor Peabody found a bag of buttons. There were 109 buttons in the bag. He used connecting cubes to model the number. Did Professor Peabody model 109 correctly?





Show or tell how you know.

Draw a correct model for 109 pieces.

Write a number sentence for your model.

Copyright © Kendall Hunt Publishing Company

Every Number Has Its Place **SAB • Grade 2 • Unit 5 • Lesson 4** **247**

3.* No, Professor Peabody did not model 109 correctly.

Possible response: Professor Peabody shows 100 correctly, but he uses 9 stacks of ten instead of 9 single cubes to show 9 ones. He shows 190, not 109.




$$100 + 9 = 109$$


4.* I disagree with Professor Peabody.

$40 + 5 = 50 + 4$ is not a true number sentence.

Possible response:



45



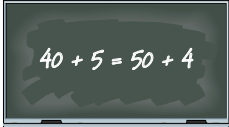

54

$$45 < 54$$

Student Activity Book - Page 247

Name _____ Date _____

4. Professor Peabody wrote this number sentence on the board:

I think 4 tens plus 5 ones is equal to 5 tens plus 4 ones.

Do you agree with Professor Peabody? Is $40 + 5 = 50 + 4$ a true number sentence? Show or tell how you know.

Copyright © Kendall Hunt Publishing Company

248 **SAB • Grade 2 • Unit 5 • Lesson 4** **Every Number Has Its Place**

Student Activity Book - Page 248

*Answers and/or discussion are included in the lesson.

Building Numbers (SAB pp. 249–250)
Questions 1–8

Possible responses for Questions 1–5:

1.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 40 | 2 | 20 | $20 + 20 = 40$ |
| 40 | 3 | 10 | $30 + 10 = 40$ |

2.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 67 | 3 | 37 | $30 + 37 = 67$ |
| 67 | 5 | 17 | $50 + 17 = 67$ |

3.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 98 | 5 | 48 | $50 + 48 = 98$ |
| 98 | 3 | 68 | $30 + 68 = 98$ |

4.

| Number | Hundreds | Tens | Ones | Number Sentence |
|--------|----------|------|------|----------------------|
| 111 | 1 | 1 | 1 | $100 + 10 + 1 = 111$ |
| 111 | | 10 | 11 | $100 + 11 = 111$ |

5.*

| Number | Hundreds | Tens | Ones | Number Sentence |
|--------|----------|------|------|----------------------|
| 123 | 1 | 2 | 3 | $100 + 20 + 3 = 123$ |
| 123 | | 10 | 23 | $100 + 23 = 123$ |

6.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 54 | 5 | 4 | $50 + 4 = 54$ |
| 54 | 4 | 14 | $40 + 14 = 54$ |

7.*

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 37 | 3 | 7 | $30 + 7 = 37$ |
| 37 | 2 | 17 | $20 + 17 = 37$ |

8.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 70 | 7 | 0 | $70 + 0 = 70$ |
| 70 | 6 | 10 | $60 + 10 = 70$ |

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

Building Numbers

Use connecting cubes to build each number in two ways. Write a number sentence for each way.

Example:

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 23 | 2 | 3 | $20 + 3 = 23$ |
| 23 | 1 | 13 | $10 + 13 = 23$ |

1.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 40 | | | |
| 40 | | | |

2.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 67 | | | |
| 67 | | | |

3.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 98 | | | |
| 98 | | | |

Every Number Has Its Place SAB • Grade 2 • Unit 5 • Lesson 4 **249**

Student Activity Book - Page 249

Name _____ Date _____

4.

| Number | Hundreds | Tens | Ones | Number Sentence |
|--------|----------|------|------|-----------------|
| 111 | | | | |
| 111 | | | | |

5.

| Number | Hundreds | Tens | Ones | Number Sentence |
|--------|----------|------|------|-----------------|
| 123 | | | | |
| 123 | | | | |

Use connecting cubes to help you complete the tables.

6.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 54 | | | $50 + 4 = 54$ |
| 54 | | | $40 + 14 = 54$ |

7.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| | 3 | 7 | |
| | 2 | 17 | |

8.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| | 7 | 0 | |
| | 6 | 10 | |

Every Number Has Its Place SAB • Grade 2 • Unit 5 • Lesson 4 **250**

Student Activity Book - Page 250

* Answers and/or discussion are included in the lesson.

Name _____ Date _____

Putting Together and Taking Apart

Use connecting cubes to build each number two ways. Complete the tables.

- | Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 48 | | | |
| 48 | | | |
- | Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| | 5 | 0 | |
| | 3 | 20 | |
- | Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 35 | | | $30 + 5 = 35$ |
| 35 | | | $20 + 15 = 35$ |
- Is $10 + 25 = 20 + 15$ a true number sentence? Show or tell how you know.

Copyright © Kendall Hunt Publishing Company

Assessment Master TG • Grade 2 • Unit 5 • Lesson 4 |

Teacher Guide - Page 1

Name _____ Date _____

Putting Together and Taking Apart Feedback Box

| Expectation | Check In | Comments |
|--|----------|----------|
| E1 Represent quantities (to the hundreds) using connecting cubes and symbols. (Q# 1–3) | | |
| E2 Compose and decompose numbers using ones, tens, and hundreds. (Q# 1–3) | | |
| E3 Show different partitions of numbers using connecting cubes and number sentences. (Q# 1–3) | | |
| E5 Read and write numbers to the hundreds. (Q# 1–3) | | |
| E6 Make connections between place value concepts and representations of numbers with connecting cubes and number sentences. (Q# 1–3) | | |
| E7 Recognize that different partitions of a number have the same total. (Q# 4) | | |

Copyright © Kendall Hunt Publishing Company

Assessment Master

2 TG • Grade 2 • Unit 5 • Lesson 4

Teacher Guide - Page 2

Teacher Guide

**Putting Together and Taking Apart (TG pp. 1–2)
Questions 1–4**

1. Possible response:

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 48 | 4 | 8 | $40 + 8 = 48$ |
| 48 | 3 | 18 | $30 + 18 = 48$ |

2.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 50 | 5 | 0 | $50 + 0 = 50$ |
| 50 | 3 | 20 | $30 + 20 = 50$ |

3.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 35 | 3 | 5 | $30 + 5 = 35$ |
| 35 | 2 | 15 | $20 + 15 = 35$ |

4. Yes, $10 + 25 = 20 + 15$ is a true number sentence.

Possible response: I know because there are 3 tens on the left side of the equal sign and 3 tens on the right side of the equal sign. There are 5 ones on the left side of the equal sign and 5 ones on the right side.

Building More Numbers (TG pp. 1–2)
Homework
Questions 1–7

1.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 50 | 5 | 0 | $50 + 0 = 50$ |
| 50 | 4 | 10 | $40 + 10 = 50$ |

2.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 45 | 4 | 5 | $40 + 5 = 45$ |
| 45 | 2 | 25 | $20 + 25 = 45$ |

3. Possible response:

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 86 | 8 | 6 | $80 + 6 = 86$ |
| 86 | 6 | 26 | $60 + 26 = 86$ |

4.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 75 | 7 | 5 | $70 + 5 = 75$ |
| 75 | 5 | 25 | $50 + 25 = 75$ |

5.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 64 | 6 | 4 | $60 + 4 = 64$ |
| 64 | 5 | 14 | $50 + 14 = 64$ |

6.

| Number | Hundreds | Tens | Ones | Number Sentence |
|--------|----------|------|------|-----------------------|
| 125 | 1 | 2 | 5 | $100 + 20 + 5 = 125$ |
| 125 | 1 | 1 | 15 | $100 + 10 + 15 = 125$ |

7.

| Number | Hundreds | Tens | Ones | Number Sentence |
|--------|----------|------|------|-----------------------|
| 152 | 1 | 5 | 2 | $100 + 50 + 2 = 152$ |
| 152 | 1 | 4 | 12 | $100 + 40 + 12 = 152$ |

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

Building More Numbers

Homework

Complete the tables to show how each number can be built with tens and ones in two different ways. Write a number sentence for each way. You can use dimes, pennies, or other counters.

Example:

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 23 | 2 | 3 | $20 + 3 = 23$ |
| 23 | 1 | 13 | $10 + 13 = 23$ |

1.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 50 | 5 | 0 | $50 + 0 = 50$ |
| 50 | | 10 | |

2.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 45 | | | $40 + 5 = 45$ |
| 45 | | | $20 + 25 = 45$ |

Copyright © Kendall Hunt Publishing Company

Homework Master TG • Grade 2 • Unit 5 • Lesson 4 |

Teacher Guide - Page 1

Name _____ Date _____

3.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| 86 | | | |
| 86 | | | |

4.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| | 7 | 5 | |
| | 5 | 25 | |

5.

| Number | Tens | Ones | Number Sentence |
|--------|------|------|-----------------|
| | 6 | 4 | |
| | 5 | 14 | |

6.

| Number | Hundreds | Tens | Ones | Number Sentence |
|--------|----------|------|------|-----------------------|
| 125 | | | | $100 + 20 + 5 = 125$ |
| 125 | | | | $100 + 10 + 15 = 125$ |

7.

| Number | Hundreds | Tens | Ones | Number Sentence |
|--------|----------|------|------|-----------------|
| 152 | | 5 | | |
| 152 | | | 12 | |

Copyright © Kendall Hunt Publishing Company

2 TG • Grade 2 • Unit 5 • Lesson 4 Homework Master

Teacher Guide - Page 2