

Name _____ Date _____

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 _____

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Name _____ Date _____

2. Circle all the ways to show 79.

Tens	Ones
7	9
6	19

$10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 9 = 79$ $9 + 70 = 79$
 $7 + 90 = 79$ $70 + 5 + 1 + 1 + 1 + 1 = 79$

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Student Activity Book

Show the Number (SAB pp. 261–268)
Questions 1–12

1. **A–B.** Possible answers:

- $40 + 3 = 43$
- $30 + 13 = 43$
- $20 + 23 = 43$
- $10 + 33 = 43$
- $0 + 43 = 43$

C. Yes

$10 + 10 + 10 + 10 + 3 = 43$

2.

Tens	Ones
7	9
6	19

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

$9 + 70 = 79$

$7 + 90 = 79$

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

Answer Key • Lesson 6: Workshop: Place Value Practice

3. A. $100 + 10 + 10 + 10 - 1 = 129$

B. No

C–D. Possible answers:

$100 + 20 + 9 = 129$

$100 + 10 + 19 = 129$

$120 + 9 = 129$

4.

$436 + 0 = 436$

$400 + 10 + 10 + 10 + 6 = 436$ $400 + 3 + 6 = 436$

4 hundreds, 6 ones, and 3 tens 43 tens and 6 ones

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Name _____ Date _____

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 _____

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Name _____ Date _____

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

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Answer Key • Lesson 6: Workshop: Place Value Practice

Name _____ Date _____

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

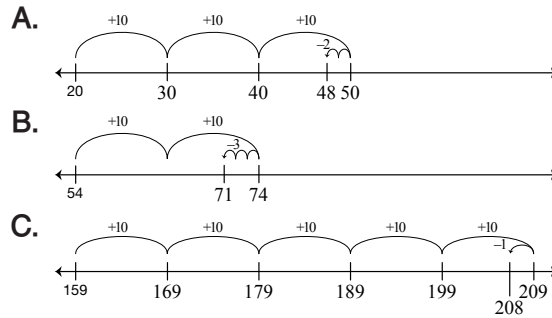
F. one hundred and three tens 13 tens

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5. Possible responses:



6. A. $>$
 B. $=$
 C. $<$
 D. $<$
 E. $>$
 F. $=$

7. Both Sam and Josh are correct. Possible explanation: I know because $100 + 10 + 10 + 10 + 10 + 10 + 7 = 100 + 30 + 27$. Both boys showed 157.

8. No. Irma shows 29 connecting cubes and Jacob shows 20 connecting cubes. Professor Peabody should consider the value of each piece.
 Irma: $20 + 9 = 29$; Jacob: $10 + 10 = 20$.

Name _____ Date _____

7. Sam showed 157 this way:

Sam

Josh showed 157 this way:

Josh

Who is correct? How do you know?

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Name _____ Date _____

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

Irma

Jacob

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.

Write a number sentence for Jacob's cubes.

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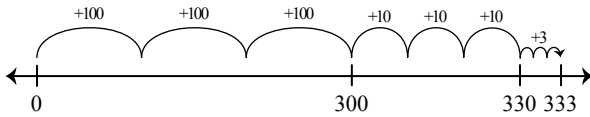
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Possible responses given for 9B, 10B, and 11B.

	Hundred	Tens	Ones	Number Sentence
9. A.	1	2	16	$100 + 20 + 16 = 136$
B.	1	3	6	$100 + 30 + 6 = 136$
10. A.	1	3	0	$100 + 30 + 0 = 130$
B.	1	2	10	$100 + 20 + 10 = 130$
11. A.	2	12	14	$200 + 120 + 14 = 334$
B.	3	3	4	$300 + 30 + 4 = 334$

12. A. Answers will vary. Possible response: 333
Number sentence: $300 + 30 + 3$

B.



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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.				$100 + 30 + 6 = 136$
B.				

10. A.	1	3	0	
B.				

11. A.	2	12	14	
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.



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Name _____ Date _____

Spin a Number Recording Sheet

What number did your team spin? _____

Name: _____

Start at zero and move on the number line.



Number sentence _____

Name: _____

Show your number one way with connecting cubes.

Number sentence _____

Name: _____

Show your number another way with connecting cubes.

Number sentence _____

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TG • Grade 2 • Unit 5 • Lesson 6 Assessment Master


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Name _____ Date _____

Shannon's Spins

Shannon's spinners showed 138.

- Show how a base-ten hopper can move from 0 to 138 on the number line.



Number sentence _____
- Show 138 one way with connecting cubes.

Number sentence _____
- Show 138 another way with connecting cubes.

Number sentence _____

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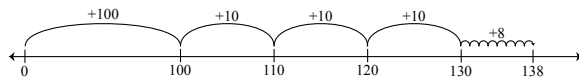
Assessment Master TG • Grade 2 • Unit 5 • Lesson 6 2

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Teacher Guide

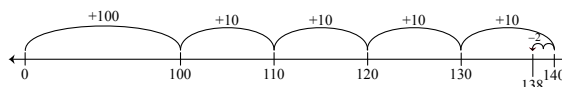
**Shannon's Spins (TG pp. 1–3)
Questions 1–5**

1. Answers will vary. Possible responses:



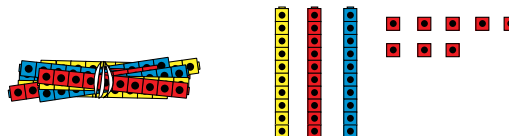
$$100 + 10 + 10 + 10 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 = 138$$

or



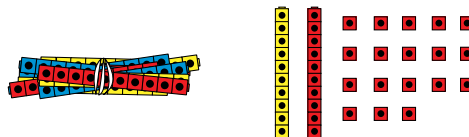
$$100 + 10 + 10 + 10 + 10 + 10 - 1 - 1 = 138$$

2–3. Answers may vary. Possible responses:



$$100 + 10 + 10 + 10 + 8 = 138$$

or

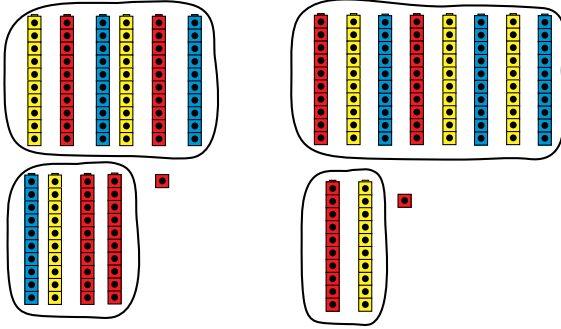


$$100 + 10 + 10 + 18 = 138$$

4. **A.** Shannon: $100 + 1 = 101$;
Fern: $100 + 10 = 110$;
Levi: $90 + 11 = 101$

B. No; Possible response: Fern showed 101 incorrectly. She showed $100 + 10 = 110$, not 101.

5. 80; Possible response: I know it is a true number sentence because both sides of the equation are equal. Both sides show 101.



$$60 + 40 + 1 = 80 + 20 + 1$$

Name _____ Date _____

4. A. Shannon's team spun 101. Write a number sentence for each way shown.

Name: Shannon

Start at zero and move on the number line.

Number sentence _____

Name: Fern

Show your number one way with connecting cubes.

Number sentence _____

Name: Levi

Show your number another way with connecting cubes.

Number sentence _____

- B. Did they all show the same number? If not, explain why.