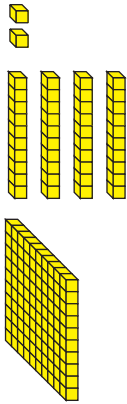
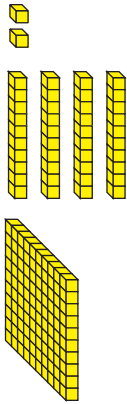
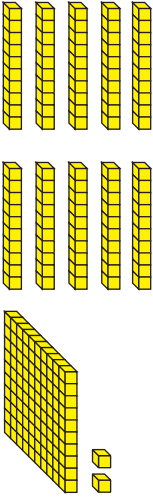
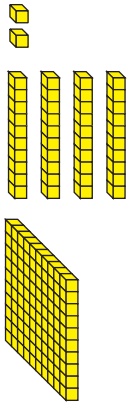
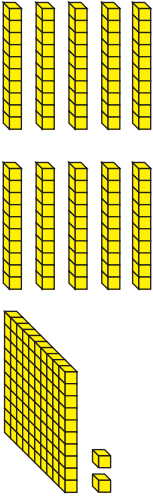
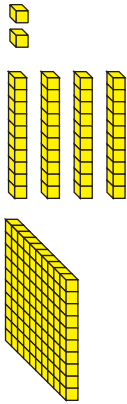
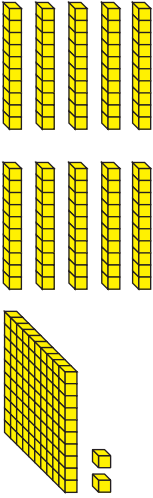
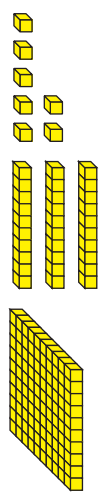
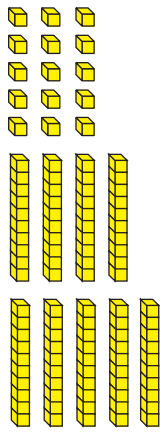
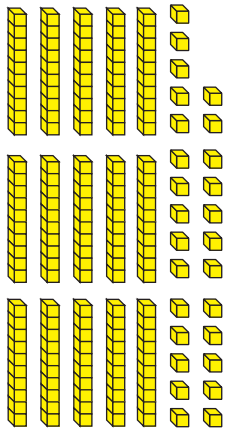


Name _____ Date _____

Show Another Way

Use base-ten shorthand and a number sentence to show the number different ways.

Number	Fewest Pieces	Another Way
83	Number sentence _____ 	Number sentence _____
1.	Number sentence _____ 	Number sentence _____ 
2.	Number sentence _____ 	Number sentence _____ 
3.	Number sentence _____ 	Number sentence _____ 

Number	Fewest Pieces	Another Way
<p>4.</p> <p>137</p>	 <p>Number sentence _____</p>	<p>Number sentence _____</p>
<p>5.</p> <p>120</p>	<p>Number sentence _____</p>	<p>Number sentence _____</p>
<p>6.</p>	<p>Number sentence _____</p>	 <p>Number sentence _____</p>
<p>7.</p>	<p>Number sentence _____</p>	 <p>Number sentence _____</p>

Show two different ways to hop on the number line. Write a number sentence for each way.

8. Choose a number shown in Questions 1–7.

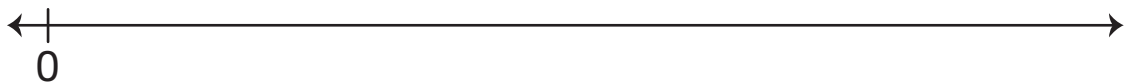
I choose _____

A.



Number sentence _____

B.



Number sentence _____

9. Choose a different number from Questions 1–7.

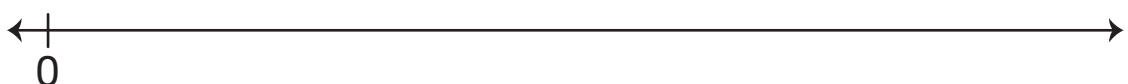
I choose _____

A.



Number sentence _____

B.



Number sentence _____

Name _____ Date _____

Show Another Way Feedback Box	Expectation	Check In	Comments
Represent 2-digit and 3 digit numbers using base-ten pieces, number lines, and symbols.	E1		
Compose and decompose numbers using ones, tens, and hundreds.	E2		
Show and recognize different partitions of numbers using different representations (base-ten pieces, number line, and number sentences).	E3		
Make connections between place value concepts and representations of numbers (e.g., base-ten pieces, number lines, number sentences, and symbols).	E4		
Recognize that different partitions of a number have the same total (e.g., $50 + 4 = 40 + 14$).	E5		