







Name _____ Date _____

134 and 175

1. Show 134 three different ways. Show one that uses the Fewest Pieces Rule and circle it.

Showing 134 Using Base-Ten Pieces	 100s	 10s	 1s

2. Show 175 three different ways. Show one that uses the Fewest Pieces Rule and circle it.







Showing 175 Using Base-Ten Pieces	 100s	 10s	 1s

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Student Activity Book

**134 and 175 (SAB p. 289)
Questions 1–2**

1. Possible responses:

Showing 134 Using Base-Ten Pieces	 100s	 10s	 1s
		13	4
<input type="checkbox"/> 	1	3	4
		10	34

2. Possible responses:

Showing 175 Using Base-Ten Pieces	 100s	 10s	 1s
<input type="checkbox"/> 	1	7	5
		17	5
<input type="checkbox"/> 	1	5	25

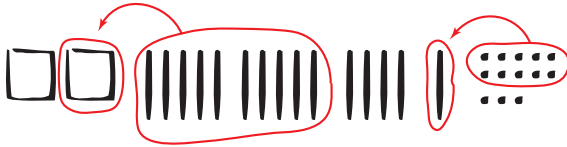
How Many (SAB p. 291)

Questions 1–3

1.* 253

2–3.* Explanations will vary. See Figure 2 in the Lesson for student work examples.

Possible response:



I checked my work by recounting the pieces. Two flats plus 5 skinnies plus 3 bits is how I showed the same number of blocks as Kim and Carla.

Name _____ Date _____

How Many

Kim and Carla left some base-ten pieces on their table and left for lunch.

- Choose base-ten pieces to match the blocks Kim and Carla left on their table. What number do these base-ten pieces show?
- Show or tell how you found the number shown. You may use base-ten shorthand, number sentences, pictures, or words to explain your thinking.
- Show or tell how you checked your count.

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Many Ways to Make a Number SAB • Grade 2 • Unit 6 • Lesson 4 **291**

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Name _____ Date _____

How Many
Feedback Box

Expectation	Check In	Comments
Represent two-digit and three-digit numbers using base-ten pieces.	E1	
Compose and decompose numbers using ones, tens, and hundreds.	E2	
Show and recognize different partitions of numbers using base-ten pieces and number sentences.	E3	
Recognize that different partitions of a number have the same total (e.g., $50 + 4 = 40 + 10$).	E5	

<p>MIP22. Find a strategy. I choose good tools and an efficient strategy for solving the problem.</p> <p>MIP24. Check my calculations. If I make mistakes, I correct them.</p> <p>MIP25. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking.</p>	Yes...	Yes, but...	No, but...	No...
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292 SAB • Grade 2 • Unit 6 • Lesson 4 Many Ways to Make a Number

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

Name _____ Date _____

Base-Ten Pieces and Numbers

Dear Family Member:

This page shows numbers represented by base-ten pieces. The flat piece (flat) represents 100. The long skinny piece (skinny) represents 10, and the small piece (bit) represents 1. A number may be represented in many ways. A number represented by the Fewest Pieces Rule has the fewest number of the base-ten pieces. Both pictures in the example represent 123. The second picture is circled because it uses the fewest pieces to represent the number 123. Thank you.

Write a number sentence for each. Circle the example that uses the Fewest Pieces Rule.

Example:

$100 + 23 = 123$

$100 + 20 + 3 = 123$

1.

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TG • Grade 2 • Unit 6 • Lesson 4 Homework Master

Teacher Guide

Base-Ten Pieces and Numbers (TG pp. 1–2) Homework Questions 1–5

1.

$100 + 10 + 1 = 111$

$100 + 11 = 111$

2.

$10 + 25 = 35$

$30 + 5 = 35$

$20 + 15 = 35$

3.

$100 + 30 + 4 = 134$

$100 + 10 + 24 = 134$

4.

$110 + 5 = 115$

$100 + 10 + 5 = 115$

5.

$40 + 22 = 62$

$60 + 2 = 62$

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Name _____ Date _____

2.

3.

4.

5.

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