







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.





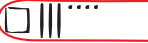

Showing 175 Using Base-Ten Pieces	 100s	 10s	 1s

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





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

1. Possible responses:

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

2. Possible responses:

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

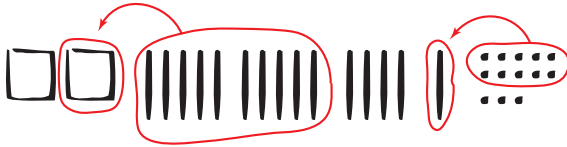
How Many (SAB p. 291)

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.

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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	

	Yes...	Yes, but...	No, but...	No...
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*Answers and/or discussion are included in the lesson.