




Name _____ Date _____


Hop Along


Model the number with base-ten pieces. Show two different ways to hop on the number line. Write a number sentence for each way.


1. 

A. 
Number sentence _____

B. 
Number sentence _____

2. 

A. 
Number sentence _____


B. 
Number sentence _____


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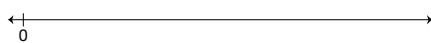
Base-Ten Hoppers Again SAB • Grade 2 • Unit 6 • Lesson 6 299

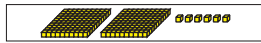
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Name _____ Date _____


3. 

A. 
Number sentence _____

B. 
Number sentence _____

4. 

A. 
Number sentence _____

B. 
Number sentence _____

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300 SAB • Grade 2 • Unit 6 • Lesson 6 Base-Ten Hoppers Again

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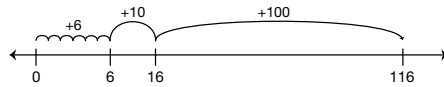
**Hop Along (SAB pp. 299–300)
Questions 1–4**

1. A.*



Number sentence: $100 + 10 + 6 = 116$

B.*



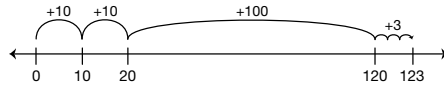
Number sentence: $6 + 10 + 100 = 116$

2. A.



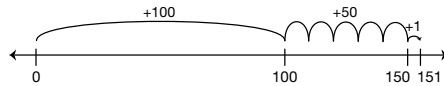
Number sentence: $100 + 10 + 10 + 3 = 123$

B.



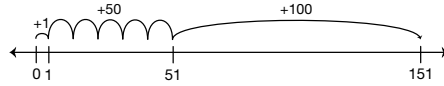
Number sentence: $10 + 10 + 100 + 3 = 123$

3. A.



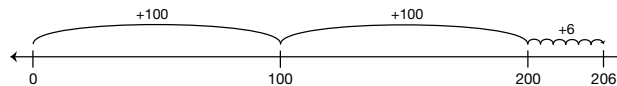
Number sentence: $100 + 50 + 1 = 151$

B.



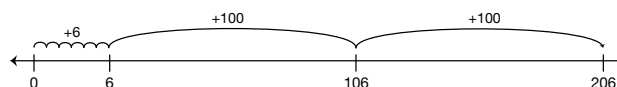
Number sentence: $1 + 50 + 100 = 151$

4. A.



Number sentence: $100 + 100 + 6 = 206$

B.



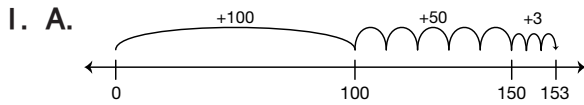
Number sentence: $6 + 100 + 100 = 206$

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

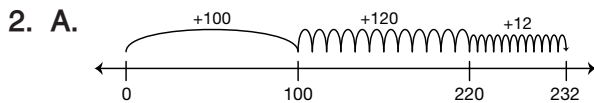
Make Connections (SAB pp. 301–302)

Questions 1–2



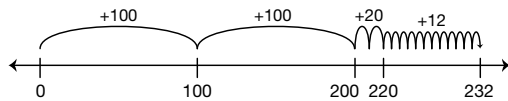
Number sentence: $100 + 50 + 3 = 153$

- C.
- $100 + 50 + 3$
 - $15 + 3$
 - $100 + 53$
 - $150 + 3$
 - $100 + 3 + 50$
 - $100 + 40 + 13$



Number sentence: $100 + 120 + 12 = 232$

B. Possible response:



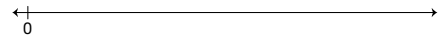
Number sentence: $200 + 20 + 12 = 232$

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Make Connections

1. A base-ten hopper made one hop of 100, three hops of 1, and five hops of 10.
 A. Use the number line to show the number he landed on.



- B. Use base-ten shorthand to show the base-ten hopper's hops in Question 1A. Write a number sentence to match.

Number sentence _____

- C. Circle the number sentences that also show this number:

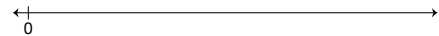
- $100 + 50 + 3$
- $15 + 3$
- $100 + 53$
- $150 + 3$
- $100 + 3 + 50$
- $100 + 40 + 13$

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Name _____ Date _____

2. A base-ten hopper made one hop of 100, twelve hops of 10, and twelve hops of 1.
 A. Use the number line to show the number he landed on. Write a number sentence to match.



Number sentence _____

- B. Use the number line to show a different way to land on the same number. Write a number sentence to match.



Number sentence _____

Make Connections

Feedback Box


	Expectation	Check In	Comments
Represent numbers using base-ten pieces, number lines, and symbols.	E1		
Compose and decompose numbers using ones, tens, and hundreds.	E2		
Show different partitions of numbers using number lines, base-ten pieces, and number sentences.	E3		
Make connections between place value concepts and representations of numbers.	E4		

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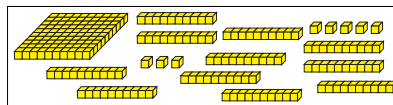

Hopping At Home



Dear Family Member:

The students in Second Grade are continuing to model numbers in different ways using base-ten pieces. In this assignment, they are asked to model the base-ten pieces with hops of one, ten, and one hundred on a number line. Have your child explain to you how he or she makes trades to show the number with base-ten pieces using the Fewest Pieces Rule. Thank you.

The picture shows a number represented with base-ten pieces. Show the number with base-ten hopper hops on the number line. Then write a number sentence to match.

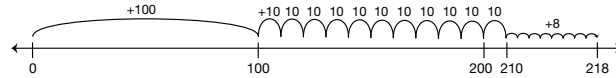
Number sentence _____

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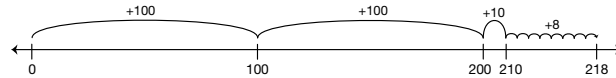
TG • Grade 2 • Unit 6 • Lesson 6 Homework Master

Teacher Guide

Hopping at Home (TG pp. 1-2) Homework



Number Sentence: $100 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 8 = 218$

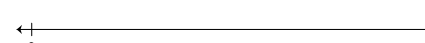


Number Sentence: $100 + 100 + 10 + 8 = 218$

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Name _____ Date _____

Now use base-ten shorthand to draw the number as if you had made all the trades possible. This will show the Fewest Pieces Rule. Then show the new representation on the number line with base-ten hopper hops and write number sentence to match.



Number sentence _____

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