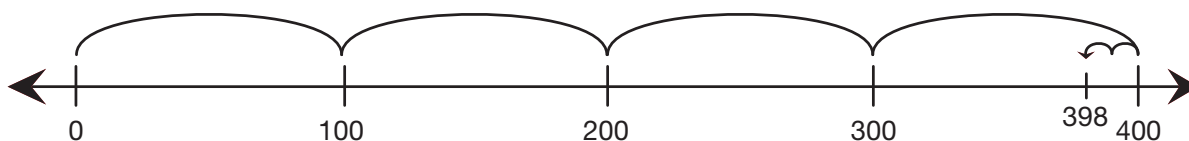


Helping Professor Peabody

Help Professor Peabody complete the number lines. Be sure that the distance and direction of each hop is clear. Then, answer the questions.

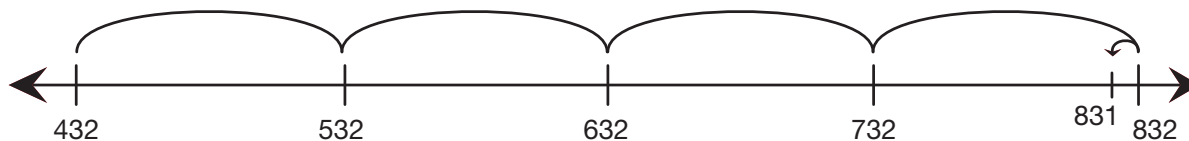
1.



- A. Show the distance and direction above each hop.
- B. Draw a number line below that shows how a base-ten hopper can move from 0 to 398 another way.



2.



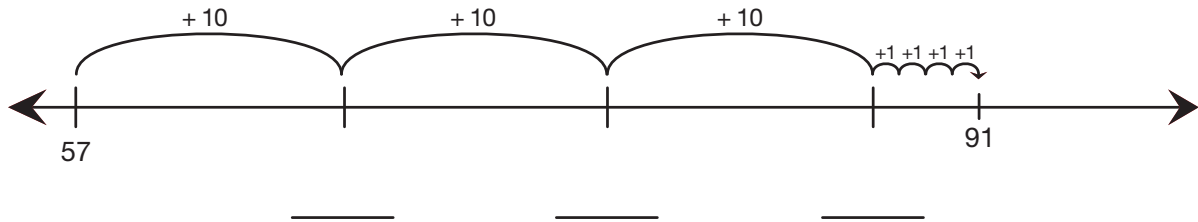
- A. Show the distance and direction above each hop.
- B. Show how a hopper can move from 432 to 831 another way.



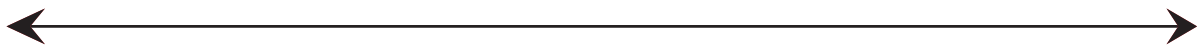
C. How far is it from 432 to 831? _____

D. Complete the number sentence: $432 + \square = 831$

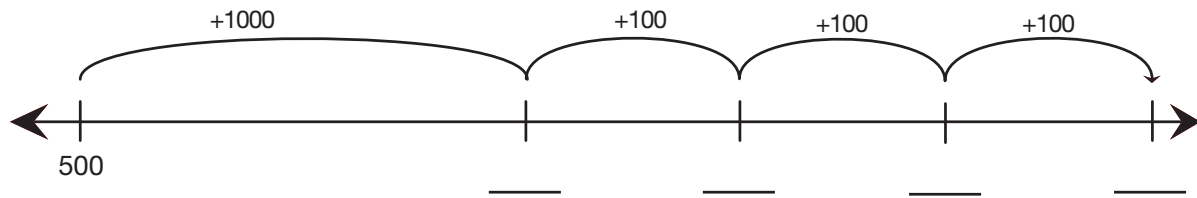
3.



- A. Fill in the blanks to show where the base-ten hopper lands.
- B. How far did the base-ten hopper move? _____
- C. Complete the number sentence $57 + \square = 91$.
- D. Write a subtraction number sentence in the same family.
- E. Show another way for the base-ten hopper to move from 57 to 91.



4.

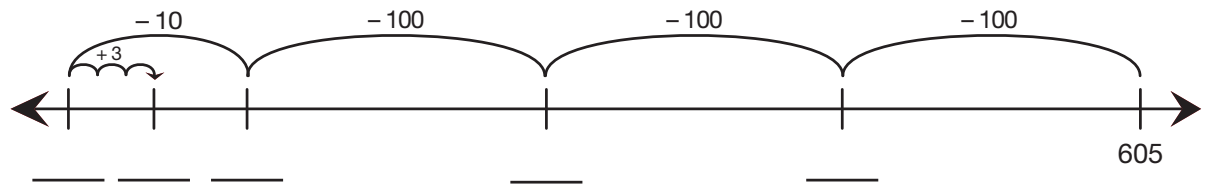


- A. Fill in the blanks to show where the hopper lands.
- B. How far is it from 500 to the point where the hopper stopped?

- C. Write a number sentence to match the hopper's moves.

- D. Show another way to start at 500 and move to the point where the hopper stopped.

5.

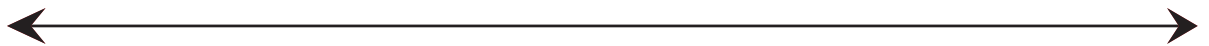


- A. Fill in the blanks to show where the hopper lands.

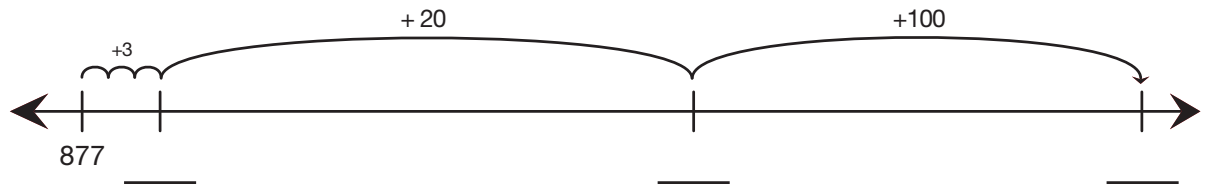
- B. How far is it from 605 to the point where the hopper stops?

- C. Write a number sentence that shows how the hopper moved.

- D. Show another way for a base-ten hopper to start at 605 and stop at the same point.



6.



- A. Fill in the blanks to show where the hopper lands.

- B. How far is it from 877 to the point where the hopper stopped?

- C. Show another way for a base-ten hopper to start at 877 and land at the same point.



- D. Write a number sentence that shows how your hopper moved.