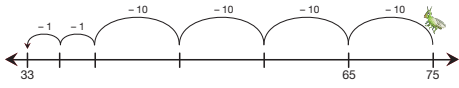


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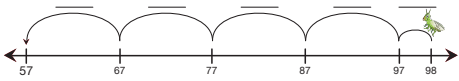
Name _____ Date _____

Exploring Base-Ten Hoppers

1. A base-ten hopper made the moves shown below.



- A. Where did the hopper start? _____
- B. Where did the hopper land when it finished hopping? _____
- C. Write in the correct numbers under the number line.



- 2. Another base-ten hopper made the moves shown below.
- A. Where did the hopper start? _____
- B. Where did the hopper land when it finished hopping? _____
- C. Write in the correct numbers over each hop.

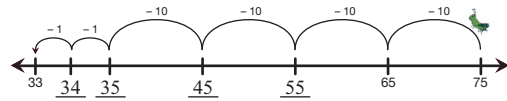
3. Work with a partner. Use these number lines to show how a base-ten hopper can start at 0 and land on 637. Find more than one way. Remember to show where it started and finished. Write in the correct numbers under the number line and over each hop.



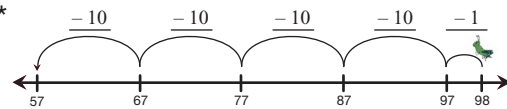
Exploring Base-Ten Hoppers

Questions 1–9 (SAB pp. 95–97)

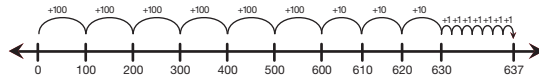
- 1. A. 75
- B. 33
- C.



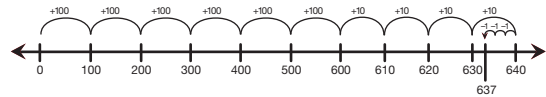
- 2. A.* 98
- B.* 57
- C.*



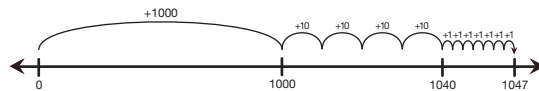
3. One possible way:



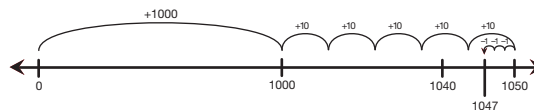
Another possible way:



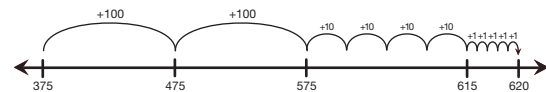
4. One possible way:



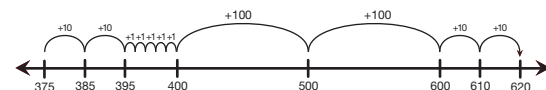
Another possible way:



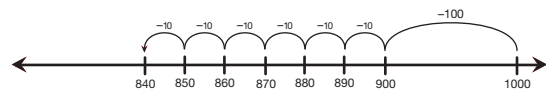
5. A. Lands on 620



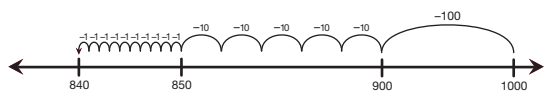
B. Another possible way:



6. A. Lands on 840. One possible way:



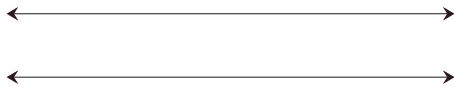
B. 840



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Name _____ Date _____

4. Work with a partner. Use these number lines to show how a base-ten hopper can start at 0 and move forward 1047. Find more than one way.



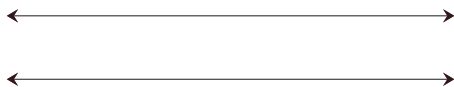
5. Work with a partner. Use these number lines.

- A. Show how a base-ten hopper can start at 375 and move forward 245. Where does it land?
- B. Show more than one way.



6. Work with a partner. Use these number lines.

- A. Show how a base-ten hopper can start at 1000 and move back 160. Where does it land?
- B. Show more than one way.



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

Student Activity Book

Name _____ Date _____

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.



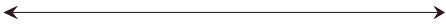
- A. Show the distance and direction above each hop.
- B. Draw a number line below that shows how a base-ten hopper can move from 0 to 398 another way.



2.



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



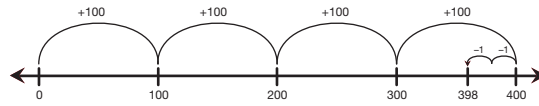
- C. How far is it from 432 to 831? _____
- D. Complete the number sentence: $432 + \square = 831$

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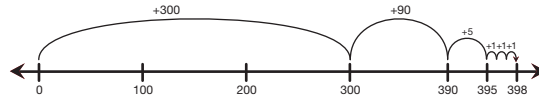
Helping Professor Peabody

Questions 1–6 (SAB pp. 99–101)

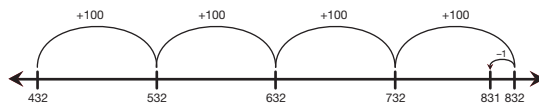
1. A.



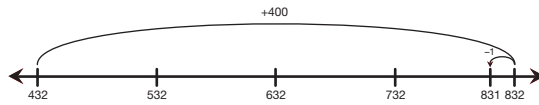
B. Responses will vary. A possible response:



2. A.*



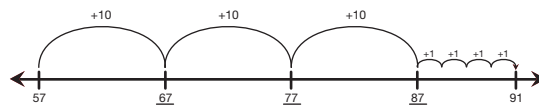
B.* Responses will vary. A possible response:



C.* 399

D.* $432 + \boxed{399} = 831$

3. A.

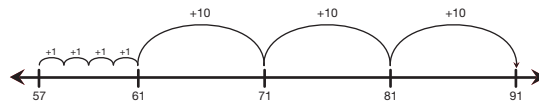


B. 34

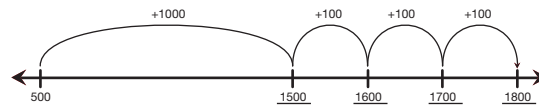
C. $57 + \boxed{34} = 91$

D. $91 - 34 = 57$

E. Possible response



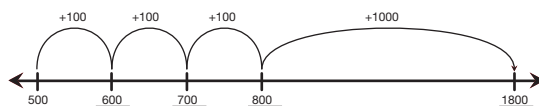
4. A.



B. 1300

C. $500 + 1000 + 300 = 1800$

D. Responses will vary. A possible response:



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Name _____ Date _____

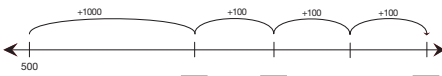
3.



- 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.



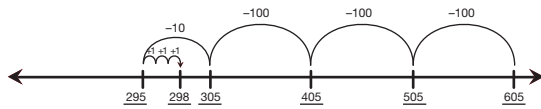
- A. Fill in the blanks to show where the hopper lands. _____
- B. How far is it from 500 to the point where the hopper stopped? _____
- C. Write a number sentence to match the hopper's moves. _____
- D. Show another way to start at 500 and move to the point where the hopper stopped.

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

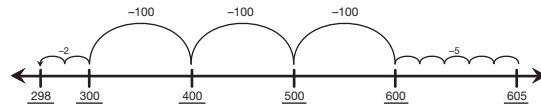
5. A.



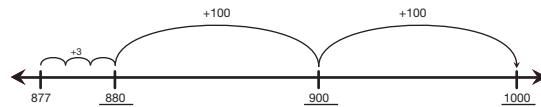
B. 307

C. $605 - 300 - 7 = 298$

D. Answers may vary.

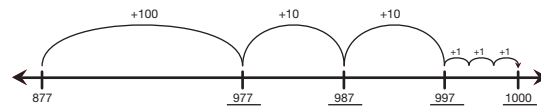


6. A.



B. 123

C. Answers may vary.



D. Answers may vary. $877 + 123 = 1000$

Name _____ Date _____

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.

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Big Base-Ten Hoppers SAB - Grade 4 - Unit 4 - Lesson 2 101

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