

Name _____

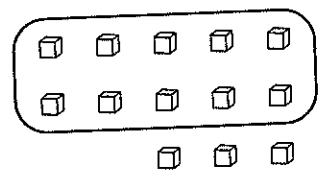
Tens and Ones

Lesson
5-N

Learn

What Can I Do?
I want to write a two-digit number.

Find and circle ten.
Then count the ones that are left.



3 ones
The number is 13.

Targeted
Strategic
Intervention

Try It

 Circle ten. Write each number.

1. _____

2. _____

Power Practice

 Circle ten. Write each number.

3. _____

4. _____

5. _____

6. _____

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Online Resources

Problem of the Day

45

Jeff and Stephanie have 8 strawberries to share. Stephanie eats 4 strawberries. Jeff eats 2 fewer strawberries than Stephanie. How many strawberries does Jeff eat? How many strawberries are left?

Jeff ate _____ strawberries. 

There are _____ strawberries  left.

Problem of the Day

51

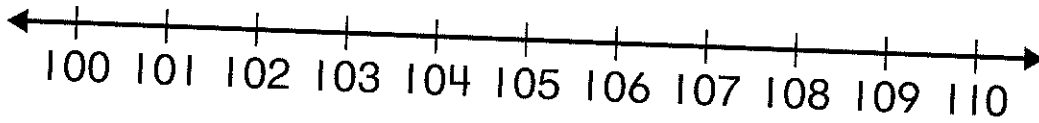
Janel has 7 crayons. She loses 2. Brendon has 8 crayons. He gives away 3. Do both students have the same number of crayons left? Explain. _____



Common Core Quick Check

Use with Lesson 14
Standard 1.NBT.1

Write the number that comes next.
Use the number line for help.



1. 102
2. 106
3. 109
4. 103
5. 100
6. 107
7. **TEST PRACTICE** Hailey has some stickers. The number of stickers is less than 103 and greater than 101. How many stickers does she have?
 - 100 stickers
 - 101 stickers
 - 102 stickers
 - 103 stickers

Name _____

Date _____

Real-World Problem Solving

A Lemonade Stand

Listen as your teacher reads each problem. Then answer it.

1. If you use 4 lemons to make each pitcher of lemonade, how many pitchers could you make with 16 lemons? Draw a picture to solve.

2. If you lower the price to 15 cents from the price on page 2, how much less money would each cup be?

3. Look at page 2. What is the price for each cup of lemonade? What are three different ways to make this price using coins?

4. Look at page 4. If each person in line buys two cups, how many total cups would you sell?

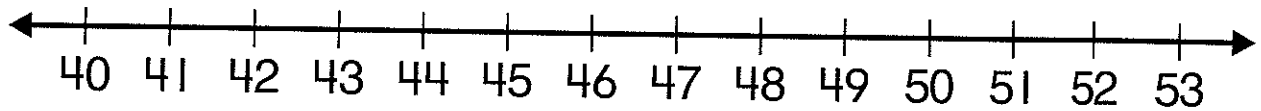
5. Look at page 7. What are two different ways that you could make change? Use coins to show your answer.

Name _____

Lesson 11 Enrich

Use Symbols to Compare Numbers

Use numbers from the number line to make each statement true.



1. $41 > 40$

2. _____ = _____

3. _____ > _____

4. _____ < _____

5. _____ = _____

6. _____ > _____

7. _____ = _____

8. _____ > _____

9. _____ < _____

10. _____ = _____

Write the missing symbol.

11. $98 \bigcirc 65$

12. $27 \bigcirc 72$

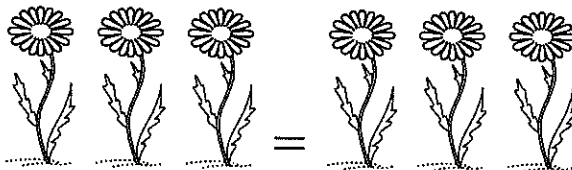

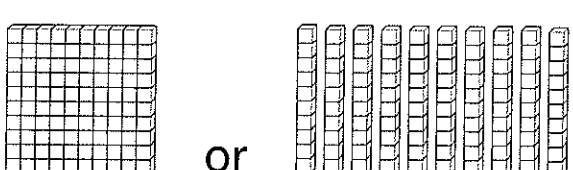

13. $46 \bigcirc 46$

14. $15 \bigcirc 16$

15. $64 \bigcirc 46$

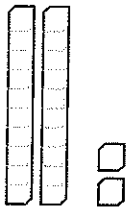
Name _____

Student Glossary

Vocabulary	Description or Example
equal to (=)	<p>Is the same as.</p>  <p>3 is equal to 3. $3 = 3$</p>
greater than (>)	<p>The number or group with more.</p>  <p>6 is greater than 3. $6 > 3$</p>
hundred	<p>100 ones 10 tens</p> 
less than (<)	<p>The number or group with fewer.</p>  <p>3 is less than 6. $3 < 6$</p>

Name _____

Student Glossary *(continued)*

Vocabulary	Description or Example
ones	The numbers in the range of 0 to 9.
regroup	Take apart a number to write it in a new way. $22 \text{ ones} = 2 \text{ tens and } 2 \text{ ones}$  The diagram shows two vertical rods, each representing a ten, and two small squares, each representing a one. This illustrates the regrouping of 22 individual ones into 2 tens and 2 ones.
tens	The numbers in the range of 10 to 99.