

Section A: Practice Problems

1. Pre-unit

a. 35 has _____ tens and _____ ones.

b. 52 has _____ tens and _____ ones.

2. Pre-unit

Write $<$, $=$, or $>$ in each box to make the statement true.

a. $90 + 5$ $70 + 10 + 10 + 10 + 5$

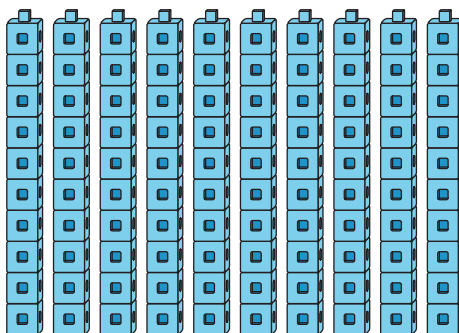
b. 116 $100 + 10 + 6$

c. $10 + 10 + 20 + 3$ 38

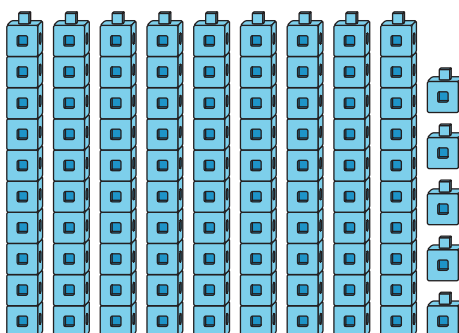
3. Pre-unit

Select **all** pictures that show 100.

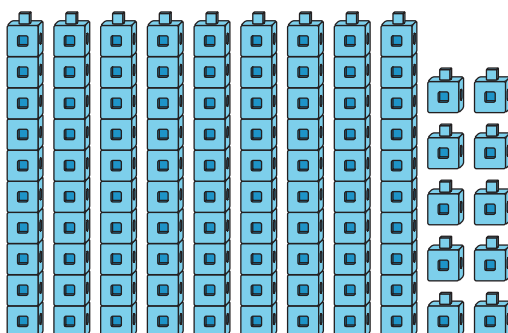
A.



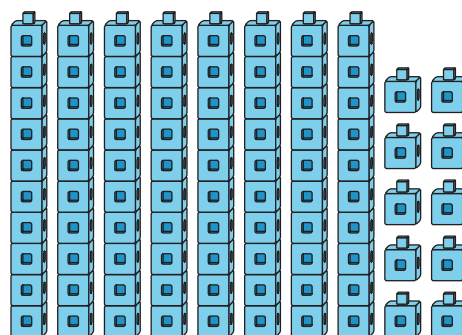
B.



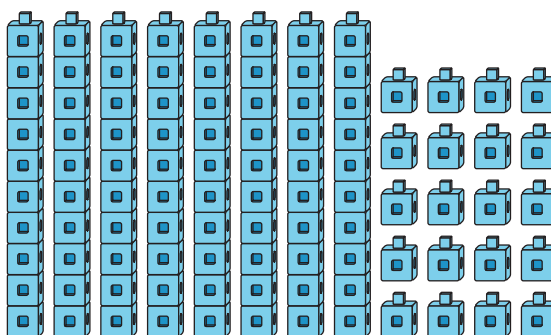
C.



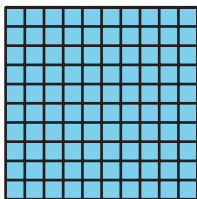
D.



E.



4. Explain how you see each of these in the picture.



a. 100 ones

b. 10 tens

c. 1 hundred

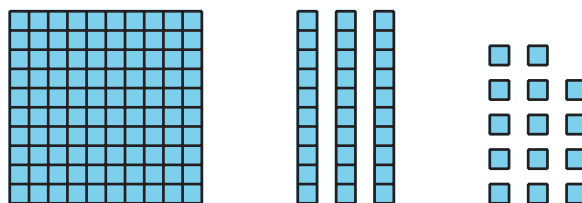
(From Unit 5, Lesson 1.)

5. a. How many hundreds are the same as 50 tens? Explain your reasoning.

- b. How many tens are the same as 6 hundreds? Explain your reasoning.

(From Unit 5, Lesson 2.)

6. Here is a base-ten diagram.



a. Draw another base-ten diagram to represent the same total value with the fewest number of each unit.

b. Write the number represented by the diagram as a three-digit number. _____

c. Can you make the same number with more base-ten blocks? Show your thinking using drawings, numbers or words.

(From Unit 5, Lesson 3.)

7. a. What three-digit number has 5 hundreds, 1 ten, and 6 ones?
- b. What three-digit number has 6 tens, 1 hundred, and 5 ones?
- c. What three-digit number has 1 one, 5 tens, and 6 hundreds?

(From Unit 5, Lesson 4.)

8. a. Represent each sum as a three-digit number.

$$300 + 80 + 6$$

$$40 + 7 + 600$$

- b. Represent each number as the sum of hundreds, tens, and ones.

$$823$$

$$407$$

(From Unit 5, Lesson 5.)

9. Represent the number 235 in these ways.

a. a base-ten diagram

b. expanded form

c. words

(From Unit 5, Lesson 6.)

10. Exploration

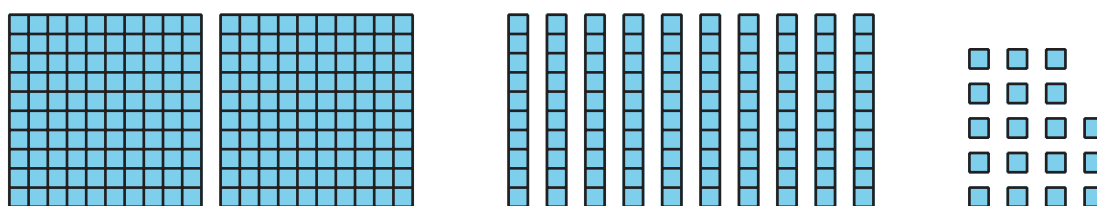
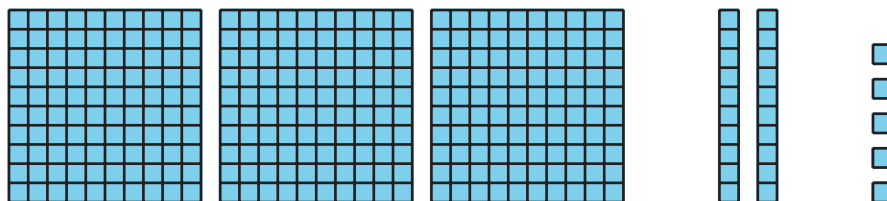
- a. Can you represent the number 218 without using any hundreds? Explain your reasoning.

- b. Can you represent the number 218 without using any tens? Explain your reasoning.

- c. Can you represent the number 218 without using any ones?
Explain your reasoning.

11. Exploration

Here are base-ten diagrams for two numbers.



- a. Which diagram represents a greater number? Explain how you know.

b. For which diagram is it easier to figure out the number it represents? Why?
