$\qquad$

Directions: 1.) Circle the friendly numbers on the number line. 2.) Subtract by counting up or back using friendly number to find the distance

$$
15-7=\square
$$




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$\qquad$

Directions: Solve each of the subtraction problems using an open number line to count-up or back with friendly numbers.


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## Solve Math Problems with D.C.



Solve Math Problems with D.C. \& T-Pops


## Base Ten Compare

## Materials:

ten frame cards (cut out)

## Directions:

1. Work with a partner. Deal 8 cards to each player.
2. Both players turn over the top card in their stack. Players compare cards. The player with the greater number takes both cards and puts them on the bottom of their stack. If the cards are of equal value players turn over another card each and compare the new cards.
3. Both players record the result of the comparison on the chart below using the symbols <, >.
4. The game continues until one player has all of the cards.

| Player 1's <br> Number | <, $\rangle$ | Player 2's <br> Number |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |
|  |  |  |


| Player 1's <br> Number | <, $\rangle$ | Player 2's <br> Number |
| :--- | :--- | :--- |
|  |  |  |
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## Who am T?

## Directions:

1. Cut out the cards and place in a pile.
2. Choose a card.
3. Solve the riddle.
4. Find the letter on that card and record your answer on the chart below.

| letter on <br> card | number <br> represented |
| :---: | :---: |
| A |  |
| B |  |
| C |  |
| D |  |
| E |  |
| F |  |


| letter on <br> card | number <br> represented |
| :---: | :---: |
| G |  |
| H |  |
| I |  |
| J |  |
| K |  |
| L |  |

I have 7 ones.
I have 6 tens.
I have 4 hundreds.

I have 13 tens.
I have 4 hundreds.
I have 8 ones.

> I have 7 tens.
> I have 15 ones.
> I have 4 hundreds.

I have 17 ones.
I have 6 hundreds.
I have 2 tens.

I have 3 hundreds. I have 9 ones. I have 15 tens.

C

I have 4 tens.
I have 5 hundreds. I have 8 oness.

The value of my 4 is 40 . The value of my 9 is 900 .
The value of my 8 is 8 .

The value of the digit in my hundreds place is 400 . The value of my ones is 4 . ' The value of my tens is 30 .

The value of my 5 is 50 . The value of my 6 is 600 . The value of my 2 is 2 .

The value of my 6 is 600 . The value of my 8 is 8 . The value of my 3 is 30 .

The value of my tens is 50 .
The value of my hundreds is 300 .
The value of my ones is 9 .

The value of my ones is 3 .
The value of my hundreds is 800 . The value of my tens is 1 .

Materials:

- 3 dice or numeral cards (cut out)


## Directions:

1. Player 1: Roll 3 dice or draw three number cards trying to make the largest number.
2. Record the number in expanded form and as a three-digit number.
3. Player 2: repeat steps 1-2
4. The person with the largest number wins that round. Put a check mark in the winner box if you won that round.
5. After 5 rounds the person with the highest score wins!

| Player 1 |  |  |  |
| :---: | :---: | :---: | :---: |
| Round | Expanded Form | 3-Digit Number | Winner |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| Player 2 |  |  |  |
| Round | Expanded Form | 3-Digit Number | Winner |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |

Materials:

- 3 dice or numeral cards (cut out)


## Directions:

1. Player 1: Roll 3 dice or draw three number cards trying to make the smallest number.
2. Record the number in expanded form and as a three-digit number.
3. Player 2: repeat steps 1-2
4. The person with the smallest number wins that round. Put a check mark in the winner box if you won that round.
5. After 5 rounds the person with the highest score wins!

| Round | Elayer 1 |  |  |
| :---: | :---: | :---: | :---: |
| Expanded Form | 3-Digit <br> Number | Winner |  |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  | Player 2 |  |
| 5 |  | 3-Digit <br> Number | Winner |
| Round | Expanded Form |  |  |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |




## 5 Way Callenge

## Directions:

1. Write the number 5 ways.

|  | Only Tens and Ones | Compose a Different Way |
| :---: | :---: | :---: |
| A Base Ten Diagram | Word Form | Expanded Form |

## Plot and Compare

Directions: Plot the numbers given on the number line and use $<$, $>$, or = to compare the two numbers (example: $3<13$ ).

1. 



Plot: 681, 618
Compare (use <, >, or =) : $\qquad$
2. $\begin{array}{lllllllll}\text { 4 } \\ 300 & 310 & 320 & 330 & 340 & 350 & 360 & 370 & 380\end{array}$

Plot: 315, 366
Compare (use <, >, or =) : $\qquad$
3.


Plot: 560, 460
Compare (use <, >, or =) : $\qquad$
4.

| 400 | 410 | 420 | 430 | 440 | 450 | 460 | 470 | 480 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |

## Plot: 428, 488

Compare (use <, >, or =) : $\qquad$

## Compare with Value Pak

## Materials:

- base ten blocks (cut out)
- one digit numeral cards (cut out)
- place value mat


## Directions:



1. Work with a partner. Shuffle the numeral cards and place them facedown.
2. Both players: Turn over 3 cards to make a 3-digit number. Represent your number on a place value mat using base ten blocks.
3. Compare your representations. Record your comparisons using the symbols $<,>$, or $=$ on the chart below.
4. Repeat steps 1-3 for 9 more rounds.

| ROUND | Player 1 <br> 3-digit number | $\gg,<$, Or $=$ | Player 2 <br> 3-digit number |
| :---: | :---: | :---: | :---: |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |


tens
hundreds
ones



|  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\square$ |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\square$ |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  | $1$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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## Materials:

## Which is Greater?

- spinner (made with paperclip and pencil)
- place value board (one for each partner)


## Directions:

1. Work with a partner to try to make the greatest 3-digit number you can.
2. Player 1 spins. Player 1 decides if the number should go in the ones, tens, or hundreds place to make the largest 3-digit number. (ex: I rolled a 2 and I think it should go in the ones place because it is a low number. In the hundreds place, it would only be 200.) Use the place value board to build your number.
3. Player 2 repeats step 2. Continue taking turns spinning until both players have built their 3-digit number. Record your numbers on the chart below.
4. Work with your partner to compare the 2 numbers and fill in <,
 $>,=$. The player with the greater number wins! Play 10 rounds and the best out of 10 wins!

| Round | Player 1 | Symbol <br> $\rangle=$ | Player 2 | Winner |
| :---: | :--- | :--- | :--- | :--- |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |




## Help Value Pak Get in Order

Materials: numeral cards 101-120 (cut out)

## Directions:

1. Work with a partner. Shuffle the cards and deal 5 cards to each player. Players must place their cards facedown in a pile.
2. Take turns flipping over the top card from your pile. Place the card on the grid below.
3. The goal is to be the first player to have 5 cards in order from least to greatest on the grid below. On each turn a player can replace any card in their column with the card drawn.

4. Players may not move cards around within the column.
5. Keep going until one player has 5 numbers in order from least to greatest.

| Player 1 <br> least to greatest |  |
| :--- | :--- |
|  | Player 1 <br> least to greatest |
|  |  |
|  |  |
|  |  |
|  |  |



## Shape Match Up

Directions: Circle the name of each shape.


- triangle
- quadrilateral
- pentagon
- hexagon

- triangle
- quadrilateral
- pentagon
- hexagon

- triangle
- quadrilateral
- pentagon
- hexagon

- triangle
- quadrilateral
- pentagon
- hexagon


## What Shape Am T?

Directions: Use the attributes given to draw the shape. Fill in the blank with the shape name.

## A.) My shape has:

- 4 sides
- 4 corners
- 2 sides are 2 inches
- all square corners

Draw the shape:

What shape am I? $\qquad$
C.) My shape has:

- 6 sides
- 6 corners
- 2 sides are 2 inches
- O square corners

Draw the shape:

What shape am I? $\qquad$

## B.) My shape has:

- 5 sides
- 5 corners
- 1 side is 2 inches
- 2 square corners

Draw the shape:

What shape am I? $\qquad$

## D.) My shape has:

- 3 sides
- 3 corners
- 1 side is 2 inches
- 1 square corner

Draw the shape:

What shape am I? $\qquad$


## 30 Match Up

Directions: Draw a line to the name of each 3D figure.

pyramid cylinder
sphere cube cone
rectangular prism

pyramid
cylinder
sphere
cube
cone
rectangular prism

## Describe the Shape

## Directions: Fill in the blanks. (Example: The rectangle is made up of $\underline{3}$ squares.



The $\qquad$ is made up of $\qquad$ .

The $\qquad$ is made up of

$\qquad$ _.


The $\qquad$ is made up of $\qquad$
$\qquad$ .


The $\qquad$ is made up of $\qquad$ .

## Split the Shape

## Materials:

1. spinner (you will need a pencil and paperclip to create the spinner)
2. recording sheet
3. 2 players

## Directions:

1. Player 1 spins and splits their shape.
2. Compare the shapes.
3. If you made equal parts, name the parts using halves, thirds, or fourths on the recording sheet.
4. Player 2 repeats steps $1-3$. Continue taking turns until the recording sheet is filled in.


| Player 1 | Player 2 |
| :---: | :---: | :---: |
| Pres |  |

## Materials:

1. spinner (you will need a pencil and paperclip to create the spinner)
2. recording sheet
3. 2 players

## Directions:

1. Player 1 spins and splits their shape two different ways.
2. Compare your shapes.
3. Name the parts using half of, third of, fourth of, or quarter of on the recording sheet.
4. Player 2 repeats steps $1-3$. Continue taking turns until the recording sheet is filled in.


