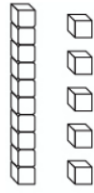


1. Look at the model of 15.



Write how many tens and ones  
are in the model.

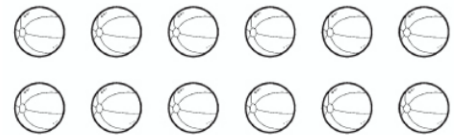
\_\_\_\_\_ ten \_\_\_\_\_ ones

2. Write how many tens and ones
- 
- are in 12.

\_\_\_\_\_ ten \_\_\_\_\_ ones

3. Draw tens and ones to
- 
- show 13.

4. Circle a group of ten to show
- 
- 1 ten and some ones.



5. Write how many tens are the
- 
- same as 10 ones.



10 ones = \_\_\_\_\_ ten

6. Compare using
- $<$
- ,
- $>$
- , or
- $=$
- .

12  $\bigcirc$  15

GO ON 

7. Subtract.

$$15 - 8 = \underline{\quad}$$

8. Add.

$$8 + 2 + 6 = \underline{\quad}$$

9. Subtract.

$$18 - 9 = \underline{\quad}$$

10. Add.

$$6 + 4 + 7 = \underline{\quad}$$

11. If  $5 + 6 = 11$ , then

$$11 - \underline{\quad} = 6.$$

12. If  $17 - 9 = 8$ , then

$$\underline{\quad} + 9 = 17.$$

GO ON

13.

$$8 + 7 = \underline{\hspace{2cm}}$$

is the same as

$$7 + \underline{\hspace{2cm}} + 1 = \underline{\hspace{2cm}}$$

14.

$$3 + 4 = \underline{\hspace{2cm}}$$

is the same as

$$3 + \underline{\hspace{2cm}} + 1 = \underline{\hspace{2cm}}$$

15. Add.

$$9 + 1 + 7 = \underline{\hspace{2cm}}$$

$$16. 12 - 4 = \square$$

is the same as

$$12 - \underline{\hspace{2cm}} - 2 = \square$$

$$\text{So, } 12 - 4 = \underline{\hspace{2cm}}.$$

17. Subtract.

$$60 - 50 = \underline{\hspace{2cm}}$$

18. If  $3 + 4 + 6 = 13$ , then

$$3 + \underline{\hspace{2cm}} = 13.$$

**GO ON** 

19. Add.

$$\begin{array}{r} 66 \\ + 9 \\ \hline \square \end{array}$$

20. Add.

$$68 + 20 = \underline{\hspace{2cm}}$$

21. Write the time.



\_\_\_\_\_ : \_\_\_\_\_

22. Write the time.

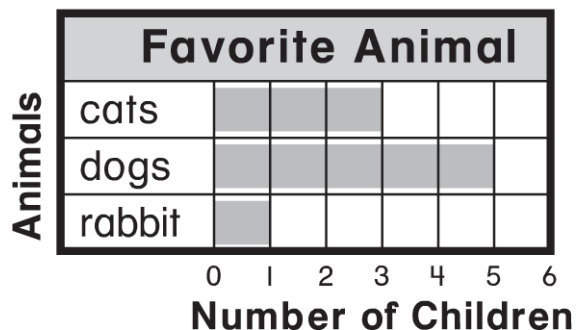


\_\_\_\_\_ : \_\_\_\_\_

23. Draw hands to show 3:30 on the clock.



24. Use the bar graph.

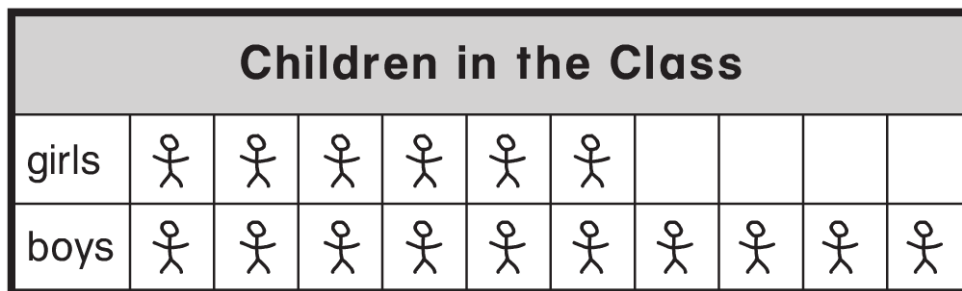


How many children chose dogs?

\_\_\_\_\_ children

**GO ON**

Use the picture graph for questions 25–26.




Each  stands for 1 child.

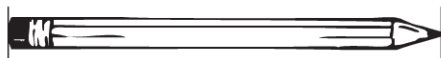
25. How many children are in the class?

\_\_\_\_\_ children

26. How many fewer girls are there than boys?

\_\_\_\_\_ fewer girls

27. Use . About how long is the pencil?



about \_\_\_\_\_  long

28. Use . Draw a line that is about 3  long.

29. Draw three lines in order from **longest** to **shortest**.

longest	
shortest	

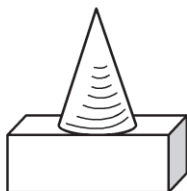
GO ON 

30. A pencil is longer than a marker.  
The marker is longer than a crayon.



Write **shorter** or **longer** to finish the sentence.

The pencil is \_\_\_\_\_ than the crayon.

31. Combine  and .  
Circle the new shape you can make.

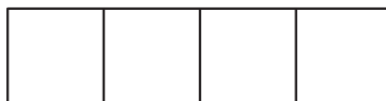


32. Use pattern blocks.  
Draw to show the blocks.

How many  make a  
 ?

\_\_\_\_\_  make a .

33. Write the number of  
equal shares.



\_\_\_\_\_ equal shares

