

Name _____

Date _____

Directions: Show each amount of money using 10 bills. Whisper and write each amount of money in expanded form. Write the total value of each set of bills as a number bond.

10 Bills

a)

100	10	10	10	1
1	1	1	1	1

$136 = 100 + 30 + 6$

—

d)

100	100	100	100	10
10	10	10	10	1

$400 + 50 + 1 = 451$

—

b)

100	10	10	10	10
10	10	10	10	10

$190 = 100 + 90$

—

e)

100	100	100	100	10
10	10	10	10	10

$400 + 60 = 460$

—

c)

100	1	1	1	1
1	1	1	1	1

$109 = 100 + 9$

—

f)

100	100	100	100	1
1	1	1	1	1

$400 + 6 = 406$

—

g)

100	100	100	100	100
10	10	10	10	10

550 = 500 + 50

j)

100	100	100	100	100
100	100	100	100	10

900 + 10 = 910

h)

100	100	100	100	100
10	10	10	10	1

541 = 500 + 40 + 1

k)

100	100	100	100	100
100	100	100	100	100

1000 = 1000

i)

100	100	100	100	100
100	100	100	100	1

901 = 900 + 1

l)

10	10	10	10	10
10	10	10	10	10

100 = 100

Name _____

Date _____

1. Write the total value of the money shown below in numeral and expanded form.

\$1	\$1	\$10	\$10	\$100
\$1	\$1	\$10	\$10	\$100
\$1	\$1		\$10	\$100

Numeral form

356

Expanded form

3 Hundreds Five tens 6 Ones

2. What is the value of 3 ten-dollar bills and 9 one-dollar bills? 39

3. Draw money to show 2 different ways to make \$142, using only \$1, \$10, and \$100 bills.

100 4 tens 2 ones
 10 10 10 10 1 1
 14 Tens 2 ones

Name _____

Date _____

1. Write the total value of the money.

\$10	\$10	\$10	\$10	\$10	<u>91</u>
\$10	\$10	\$10	\$10	\$1	

2. -----

\$100	\$100	\$10	\$1	\$1	<u>217</u>
\$1	\$1	\$1	\$1	\$1	

2. Fill in the bills with \$100, \$10, or \$1 to show the amount.

100	10	10	10	10	\$172
10	10	10	1	1	

100	100	10	10	1	\$226
1	1	1	1	1	

3. Draw and solve.

Brandon has 7 ten-dollar bills and 8 one-dollar bills. Joshua has 3 less ten-dollar bills and 4 less one-dollar bills than Brandon. What is the value of Joshua's money?

10 10 10 10 10 10 10

1 1 1 x x x x

\$44.00



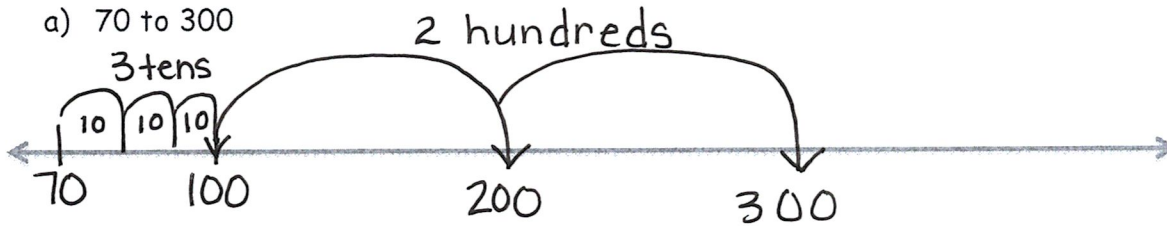
Name _____

Date _____

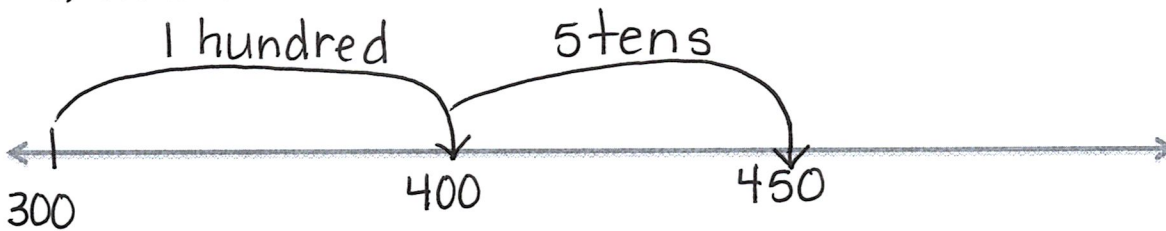
Directions: First model the count using tens and ones on your place value chart. Then record your count on the empty number line.

Empty Number Lines

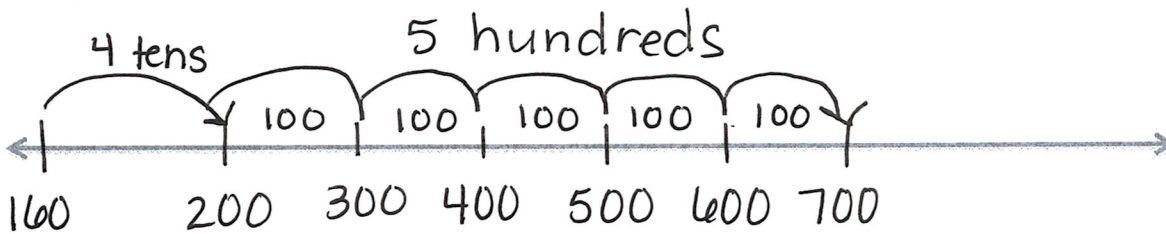
a) 70 to 300



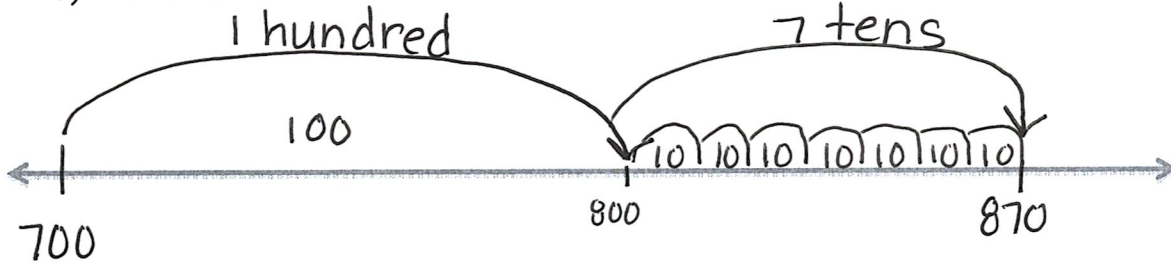
b) 300 to 450



c) 160 to 700

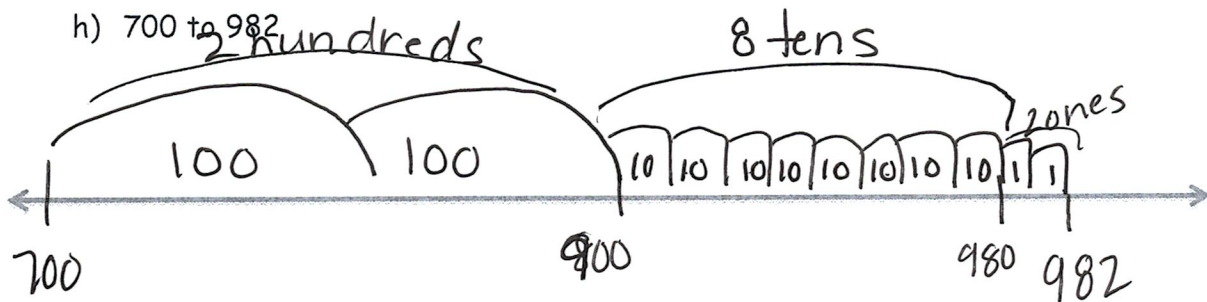
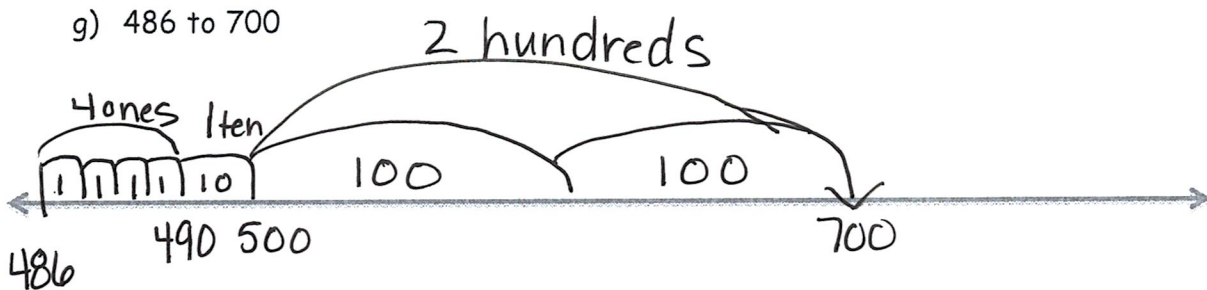
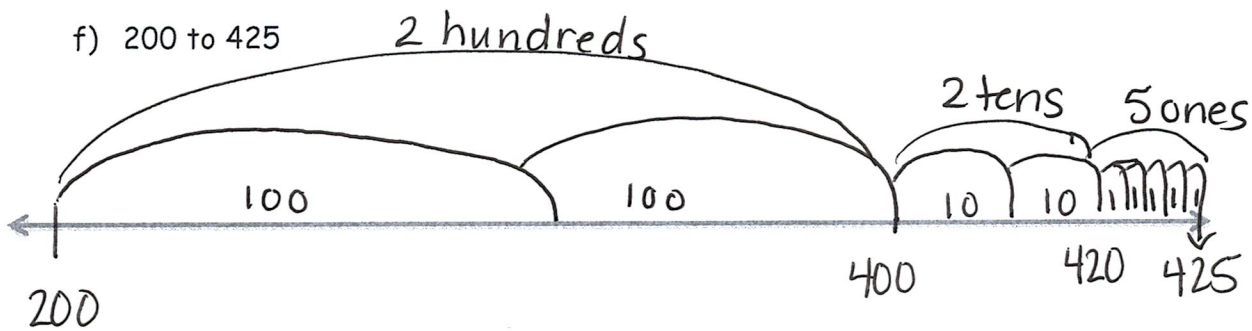
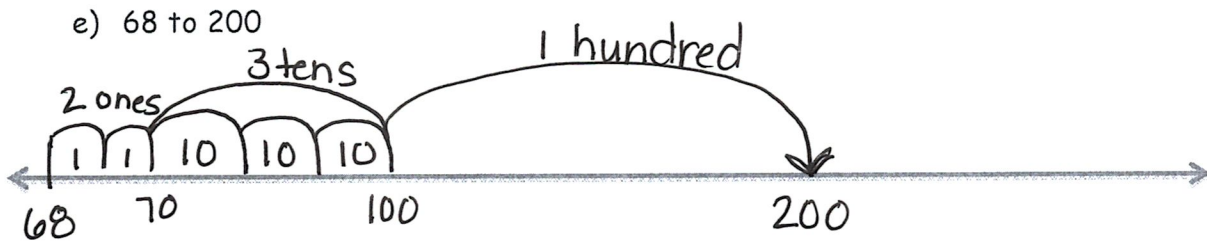


d) 700 to 870



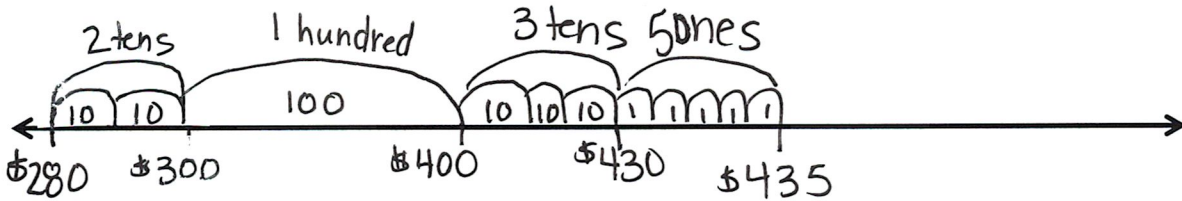
Directions: First model the count using tens and hundreds on your place value chart. Then record your count on the empty number line.

Empty Number Lines

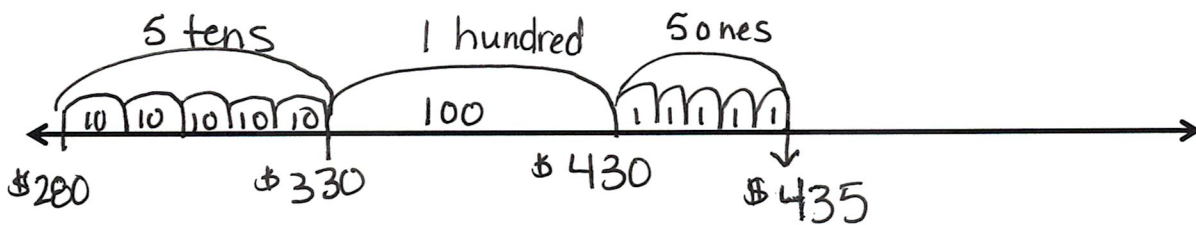


Name _____ Date _____

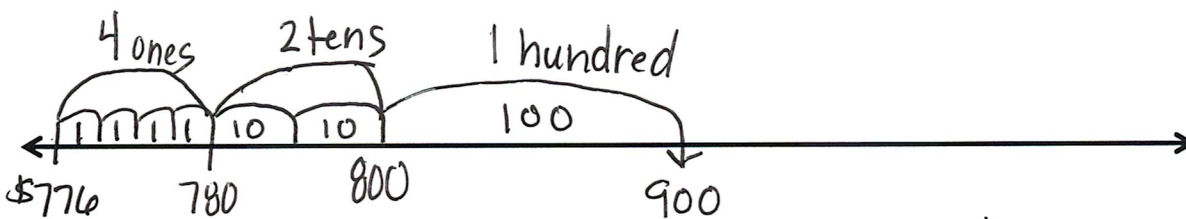
- Jeremy counted from \$280 to \$435. Use the number line to show a way that Jeremy could have used ones, tens, and hundreds to count.



- Use the number line. Show another way that Jeremy could have counted from \$280 to \$435.



- Use the number line to help you tell how many hundreds, tens and ones you use when you count from \$776 to \$900.



To count from \$776 to \$900 we used 1 hundreds 2 tens 4 ones.

Name _____

Date _____

1. Write the total amount of money shown in each group.

a)

\$100	\$100
\$100	\$100
\$100	\$100
\$100	\$100
\$100	\$100

\$1000

b)

\$10	\$10
\$10	\$10
\$10	\$10
\$10	\$10
\$10	\$10
\$10	\$10

\$100

c)

\$1	\$1
\$1	\$1
\$1	\$1
\$1	\$1
\$1	\$1
\$1	\$1

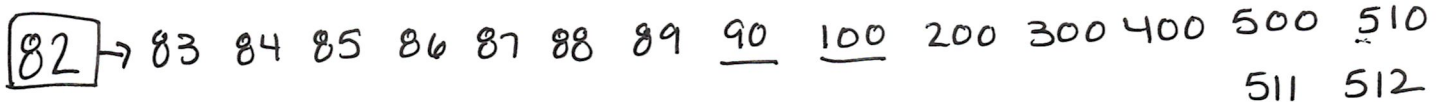
\$10

d)

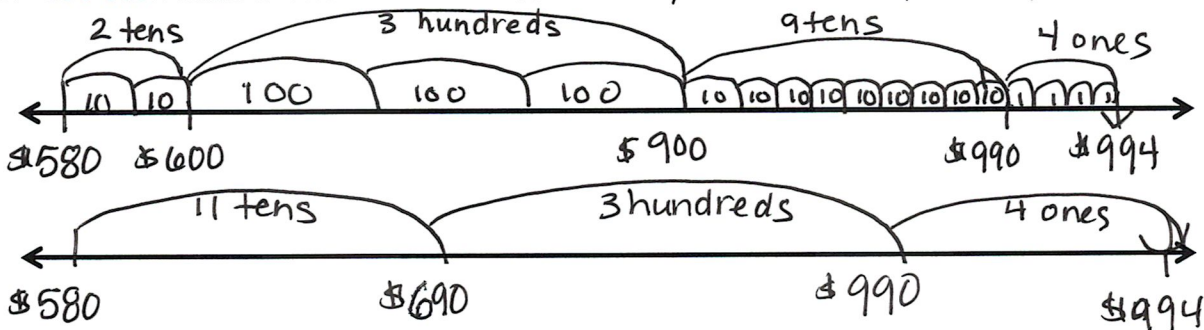
\$10	\$100
\$10	\$100
\$10	\$100
\$100	\$1
\$100	\$1

\$532

2. Show one way to count from \$82 to \$512.



3. Use each number line to show a different way to count from \$580 to \$994.



4. Draw and solve.

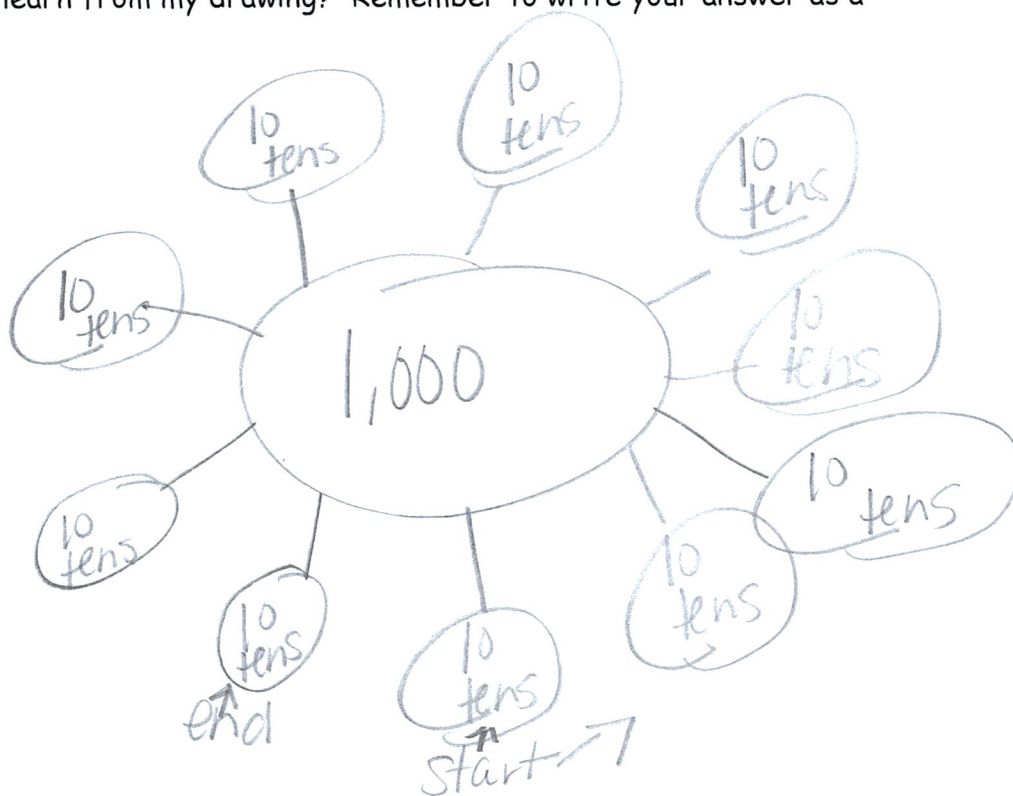
Julia wants a bike that costs \$75. She needs to save \$25 more to have enough money to buy it. How much money does Julia already have?

Julia already has \$ \$50.

Names _____ and _____ Date _____

Jerry wonders, "How many \$10 bills are equal to a \$1000 bill?"

Directions: Work with your partner to answer Jerry's question. Explain your solution using words, pictures or numbers. Ask yourselves: Can I draw something? What can I draw? What can I learn from my drawing? Remember to write your answer as a statement.

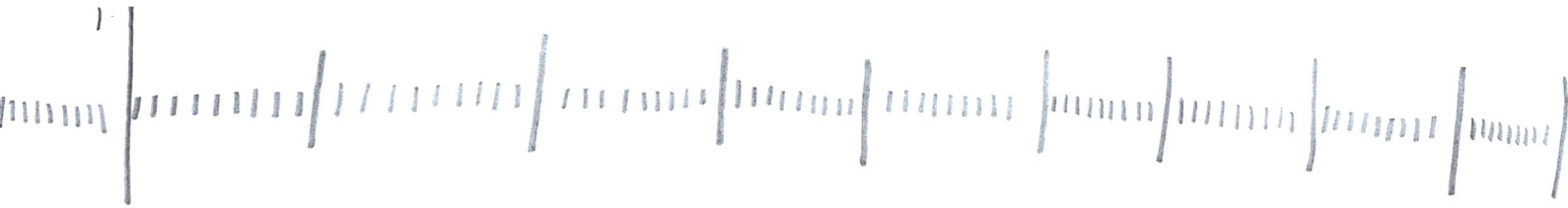


100 ten dollar bills are equal to \$1,000.

Name _____

Date _____

Think about the different strategies your classmates used to answer Jerry's question. Explain a strategy you liked that is different from yours and explain why that strategy also works.



drawing 10s as sticks and long lines as 100s made
 from 10, 10s,
I can see 100, 10s equal \$ 1,000.

Name _____

Date _____

Jerry wonders, "How many \$10 bills are equal to a \$1000 bill?"

Directions: Think about the strategies your friends used to answer Jerry's question. Answer the problem again using a different strategy than the one you used with your partner. Explain your solution using words, pictures or numbers. Remember to write your answer as a statement.

Handwritten student work showing various strategies to solve the problem:

- Row 1: A long horizontal bar divided into 10 equal segments, each containing the number "10". To the right of the bar is the equation: $10, 10s = 100$
- Row 2: A horizontal bar divided into 10 equal segments, each containing the number "10".
- Row 3: A horizontal bar divided into 10 equal segments, each containing the number "10".
- Row 4: A horizontal bar divided into 10 equal segments, each containing the number "10".
- Row 5: A horizontal bar divided into 10 equal segments, each containing the number "10".
- Row 6: A horizontal bar divided into 10 equal segments, each containing the number "10".
- Row 7: A horizontal bar divided into 10 equal segments, each containing the number "10".
- Row 8: A horizontal bar divided into 10 equal segments, each containing the number "10".
- Row 9: A horizontal bar divided into 10 equal segments, each containing the number "10".
- Row 10: A horizontal bar divided into 10 equal segments, each containing the number "10".