

# Comparing and Ordering Numbers to 100


## Review What You Know

Write the numbers in order from least to greatest.

1. 9 5 6

\_\_\_\_\_ least      \_\_\_\_\_ between      \_\_\_\_\_ greatest

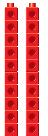

2. Write each number. Circle **is less than** or **is greater than**.



\_\_\_\_\_ is less than \_\_\_\_\_

\_\_\_\_\_ is greater than \_\_\_\_\_

3. Count the tens and ones. Write the number.

Tens	Ones
	

\_\_\_\_\_



## Home-School Connection

Dear Family,

Today my class started Topic 13, **Comparing and Ordering Numbers to 100**. I will learn how to compare and order numbers using a hundred chart. I will also learn about finding the closest ten. Here are some of the new math words I will be learning and some things we can do to help me with my math.

Love, \_\_\_\_\_

### Book to Read

Reading math stories reinforces concepts. Look for this title in your local library:

**More or Less**  
by Stuart J. Murphy  
(HarperTrophy, 2005)



### Home Activity

Play number riddle games with your child. Think of a number up to 100. Give your child clues to find the answer. For example, if your number is 46, you might say: "I am thinking of an even number between 44 and 48."

I am thinking of an even number between 44 and 48.

46

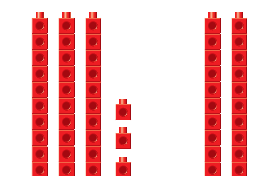


## My New Math Words

### 10 more

10 more than a number has 1 more ten or 10 more ones.

33 is ten more than 23.



### equal to (=)

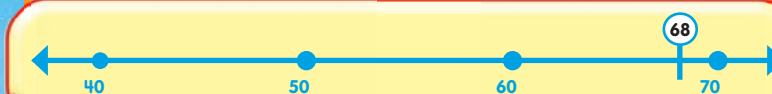
Two numbers that are the same are equal to each other.

4 is equal to 4.

$$4 = 4$$

### closest ten

the ten that a number is nearest to on a number line



The closest ten to 68 is 70.



Number of players: 2

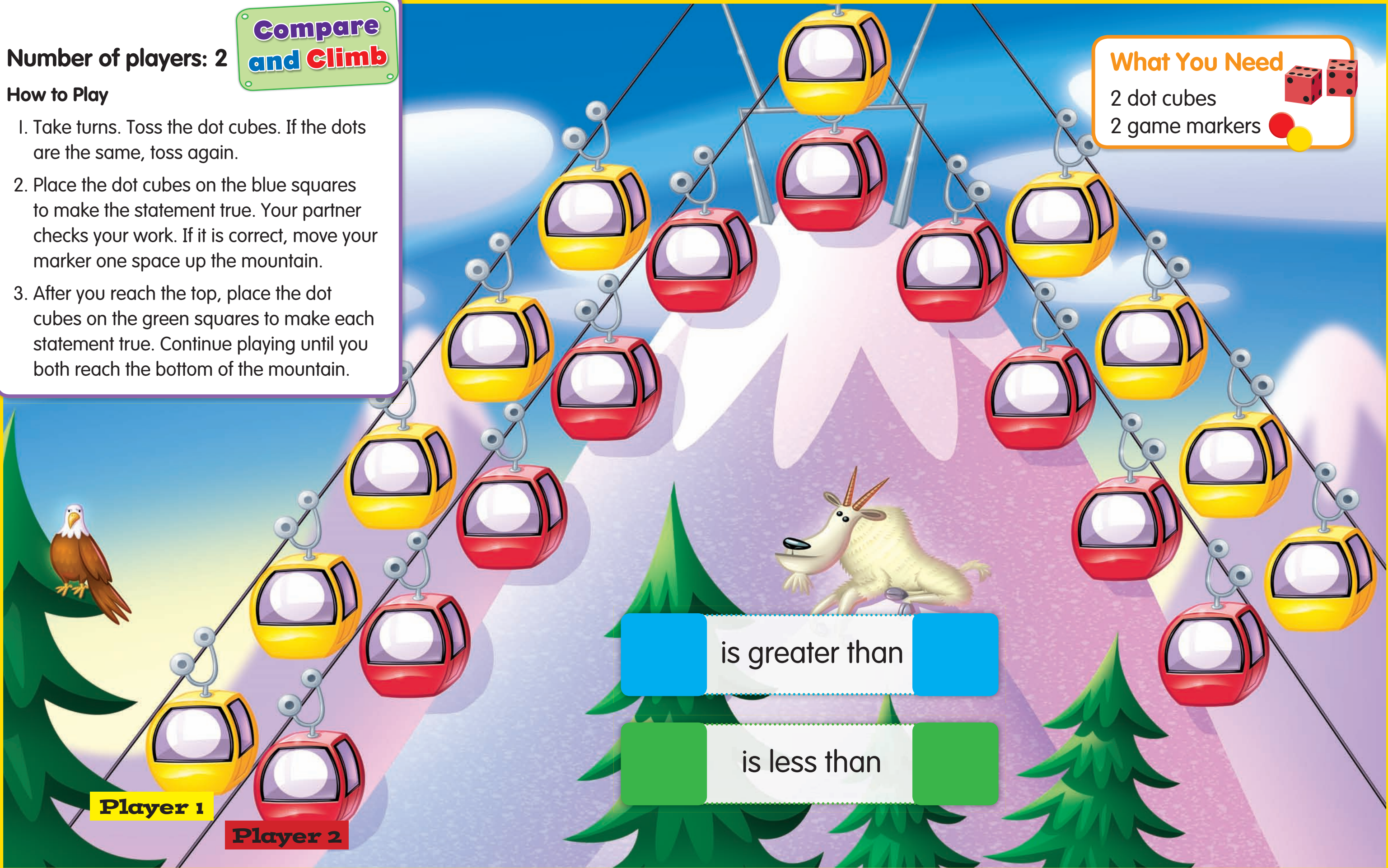
How to Play

- 1. Take turns. Toss the dot cubes. If the dots are the same, toss again.
- 2. Place the dot cubes on the blue squares to make the statement true. Your partner checks your work. If it is correct, move your marker one space up the mountain.
- 3. After you reach the top, place the dot cubes on the green squares to make each statement true. Continue playing until you both reach the bottom of the mountain.

Compare and Climb

What You Need

- 2 dot cubes
- 2 game markers



is greater than

is less than

Player 1

Player 2



Name \_\_\_\_\_



# I More, I Less; 10 More, 10 Less



1. \_\_\_\_\_ more than \_\_\_\_\_ is \_\_\_\_\_.

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2. \_\_\_\_\_ more than \_\_\_\_\_ is \_\_\_\_\_.

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3. \_\_\_\_\_ less than \_\_\_\_\_ is \_\_\_\_\_.

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4. \_\_\_\_\_ less than \_\_\_\_\_ is \_\_\_\_\_.

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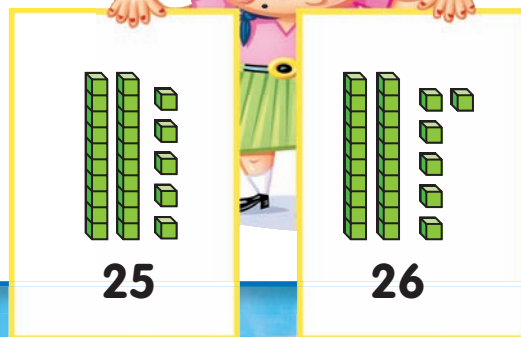
**Home Connection** Your child used connecting cubes to write numbers that are 1 more or 1 less and 10 more or 10 less than a 2-digit number.

**Home Activity** Choose a number between 60 and 80. Ask your child to tell you 1 more and 1 less than the number. Choose another number between 60 and 80. Ask your child to tell you 10 more and 10 less than the number.

**NS 2.3** Identify one more than, one less than, 10 more than, and 10 less than a given number.

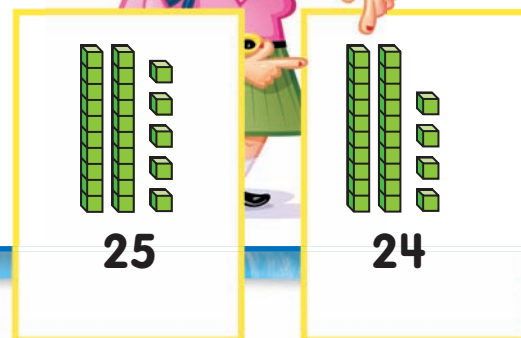
Show **1 more.**

1 more  
than 25  
is 26.



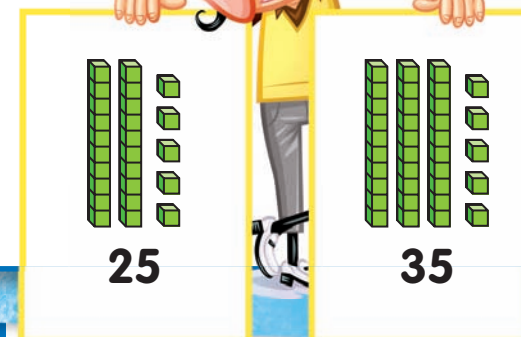
Show **1 less.**

1 less  
than 25  
is 24.



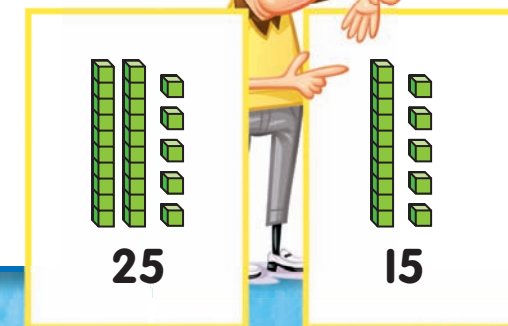
Show **10 more.**

10 more  
than 25  
is 35.



Show **10 less.**

10 less  
than 25  
is 15.



### Guided Practice

Use cubes. Write the numbers.

1. **45**

I more than 45 is 46.

I less than 45 is 44.

10 more than 45 is 55.

10 less than 45 is 35.

2. **17**

I more than \_\_\_\_\_ is \_\_\_\_\_.

I less than \_\_\_\_\_ is \_\_\_\_\_.

10 more than \_\_\_\_\_ is \_\_\_\_\_.

10 less than \_\_\_\_\_ is \_\_\_\_\_.

3. **66**

I more than \_\_\_\_\_ is \_\_\_\_\_.

I less than \_\_\_\_\_ is \_\_\_\_\_.

10 more than \_\_\_\_\_ is \_\_\_\_\_.

10 less than \_\_\_\_\_ is \_\_\_\_\_.

4. **32**

I more than \_\_\_\_\_ is \_\_\_\_\_.

I less than \_\_\_\_\_ is \_\_\_\_\_.

10 more than \_\_\_\_\_ is \_\_\_\_\_.

10 less than \_\_\_\_\_ is \_\_\_\_\_.

**Do you understand?** How can you find 10 more than a number?

### Independent Practice

Use cubes. Write the numbers.

5. **11**

I more than \_\_\_\_\_ is \_\_\_\_\_.

I less than \_\_\_\_\_ is \_\_\_\_\_.

10 more than \_\_\_\_\_ is \_\_\_\_\_.

10 less than \_\_\_\_\_ is \_\_\_\_\_.

7. **81**

I more than \_\_\_\_\_ is \_\_\_\_\_.

I less than \_\_\_\_\_ is \_\_\_\_\_.

10 more than \_\_\_\_\_ is \_\_\_\_\_.

10 less than \_\_\_\_\_ is \_\_\_\_\_.

6. **40**

I more than \_\_\_\_\_ is \_\_\_\_\_.

I less than \_\_\_\_\_ is \_\_\_\_\_.

10 more than \_\_\_\_\_ is \_\_\_\_\_.

10 less than \_\_\_\_\_ is \_\_\_\_\_.

8. **19**

I more than \_\_\_\_\_ is \_\_\_\_\_.

I less than \_\_\_\_\_ is \_\_\_\_\_.

10 more than \_\_\_\_\_ is \_\_\_\_\_.

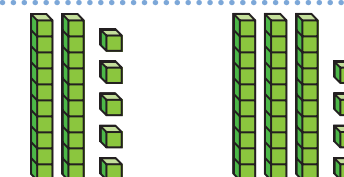
10 less than \_\_\_\_\_ is \_\_\_\_\_.

### Word Bank

1 more      10 more  
1 less      10 less

**Number Sense** Circle the correct picture.

9. Which picture shows 10 more than 24?





## Problem Solving

Solve the problems below.

10. Fill in the missing numbers.  
Use cubes to solve.



1 Less

10 Less

73

1 More

10 More

11. Nathan has 52 pennies.  
His sister gives him 10 more  
pennies. How many pennies  
does Nathan have now?

42

☐

51


☐

53

☐

62

☐

12.  **Journal** Write a number riddle for a number between 40 and 50. Use "1 more than" and "1 less than" as clues.

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Name \_\_\_\_\_

# Comparing Numbers with

$>$ ,  $<$ ,  $=$



1.

\_\_\_\_\_ is greater than \_\_\_\_\_.

\_\_\_\_\_ ○ \_\_\_\_\_

\_\_\_\_\_ is less than \_\_\_\_\_.

\_\_\_\_\_ ○ \_\_\_\_\_

2.

\_\_\_\_\_ is greater than \_\_\_\_\_.

\_\_\_\_\_ ○ \_\_\_\_\_

\_\_\_\_\_ is less than \_\_\_\_\_.

\_\_\_\_\_ ○ \_\_\_\_\_

3.

\_\_\_\_\_ is greater than \_\_\_\_\_.

\_\_\_\_\_ ○ \_\_\_\_\_


\_\_\_\_\_ is less than \_\_\_\_\_.

\_\_\_\_\_ ○ \_\_\_\_\_



**Home Connection** Your child compared 2-digit numbers using connecting cubes to model the numbers.

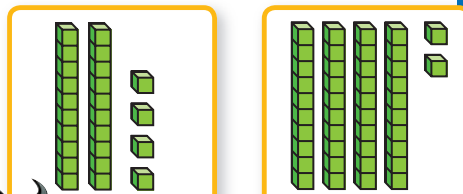
**Home Activity** Write two different 2-digit numbers on a sheet of paper. Ask your child which number is greater. Repeat with a different pair of numbers.

**NS 1.2**  Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than ( $<$ ,  $=$ ,  $>$ ).



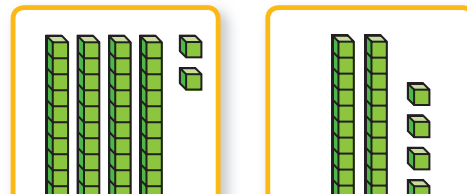
You can use cubes to compare 24 and 42. Compare the tens first.

24 has fewer tens than 42.



24 is less than 42.  
 $24 < 42$

You can talk about 24 and 42 in a different way.

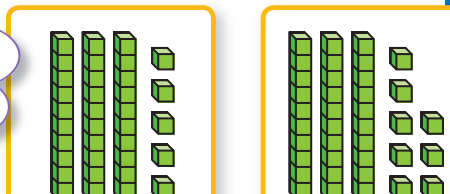


42 is greater than 24.  
 $42 > 24$

42 has more tens than 24.

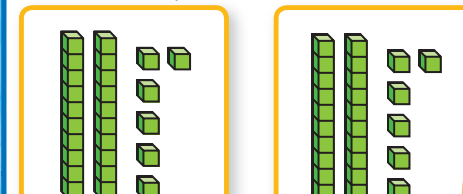
Now look at 35 and 38. Compare the ones when the tens are the same.

35 has fewer ones.



35 is less than 38.  
 $35 < 38$

Sometimes the numbers are equal.



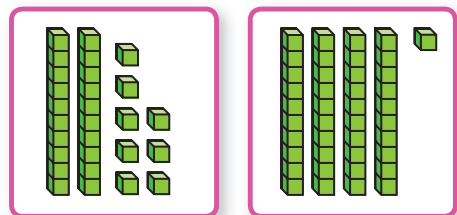
26 is **equal to** 26.  
 $26 = 26$

The tens are the same. The ones are the same.

### Guided Practice

Write greater than, less than, or equal to. Then write  $>$ ,  $<$ , or  $=$ .

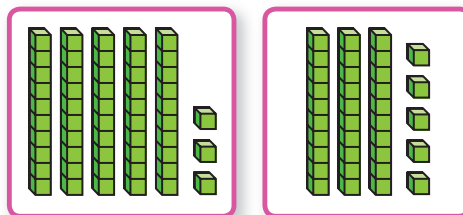
1.



28 is less than 41.

$28 < 41$

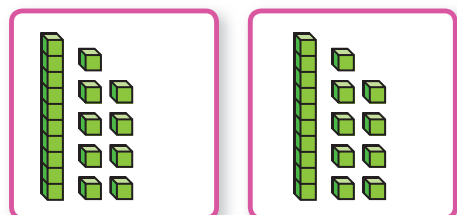
2.



53 is \_\_\_\_\_ 35.

$53 \bigcirc 35$

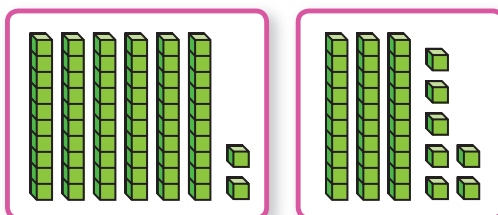
3.



19 is \_\_\_\_\_ 19.

$19 \bigcirc 19$

4.



62 is \_\_\_\_\_ 37.

$62 \bigcirc 37$

**Do you understand?** How do you know that 48 is greater than 40?

### Independent Practice

Write  $<$ ,  $>$ , or  $=$ .

5.

26  $\bigcirc$  51

6.

34  $\bigcirc$  43

7.

61  $\bigcirc$  40

8.

74  $\bigcirc$  74

9.

50  $\bigcirc$  39

10.

13  $\bigcirc$  21

11.

65  $\bigcirc$  65

12.

81  $\bigcirc$  18

13.

46  $\bigcirc$  64

14.

75  $\bigcirc$  57

**Number Sense** Write a number to compare. Use these numbers: 43, 44, 45.

15.

\_\_\_\_\_  $>$  44

16.

\_\_\_\_\_  $<$  44

17.

\_\_\_\_\_  $=$  44

**Word Bank**  
equal to ( $=$ )



## Problem Solving

Solve the problems below.

- 18.** Mary has 21 red pencils.  
She has 12 yellow pencils.  
Does Mary have more red  
pencils or yellow pencils?  
Write  $<$ ,  $>$ , or  $=$  to  
compare the numbers.

\_\_\_\_\_

21 ○ 12

- 19.** Rosa has 16 pencils.  
Billy has 31 pencils.  
Who has fewer pencils?  
Write  $<$ ,  $>$ , or  $=$  to  
compare the numbers.

\_\_\_\_\_

16 ○ 31


- 20.** Jake has more than 29 pencils.  
How many pencils could he have?

19  
○

20  
○

29  
○

39  
○

- 21.**  **Journal** Write a story that tells how  
many pencils Amy and Luis have.  
Then use  $<$ ,  $>$ , or  $=$  to compare the numbers.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

# Ordering Numbers with a Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1.


2.


3.


4.




**Home Connection** Your child identified missing numbers on a hundred chart.

**Home Activity** Use pages 1–99 in a book or magazine to ask your child questions such as, “What page comes before page 29? What page comes after page 63?”

**NS 1.0** Students understand and use numbers up to 100.

Use a pattern in the hundred chart to find the missing number.

25	26	27	28	29
35	36	37	38	39
45	46	47	48	49
55	56		58	59
65	66	67	68	69



The numbers in a row change by 1.

1 more than 56 is 57.

25	26	27	28	29
35	36	37	38	39
45	46	47	48	49
55	56		58	59
65	66	67	68	69



The numbers in a column change by 10.

10 more than 47 is 57.

25	26	27	28	29
35	36	37	38	39
45	46	47	48	49
55	56		58	59
65	66	67	68	69



The number is 57.

25	26	27	28	29
35	36	37	38	39
45	46	47	48	49
55	56	57	58	59
65	66	67	68	69

### Guided Practice

Write the missing numbers.

1.

1	2	3	4	5	6	7	8	9	10
11	12	13	14		16	17	18	19	20
21		23		25	26	27		29	
	32	33	34			37	38	39	
41	42			45	46		48		50
51		53	54			57	58	59	60
	62			65	66	67	68	69	70
71	72	73	74			77	78	79	80
	82		84	85	86		88	89	
91	92	93				97	98	99	100

**Do you understand?** What is true about the ones digit in a column on a hundred chart?

### Independent Practice

Write the missing numbers.

2.

11		13	14
21			
	32		34
		43	

3.

65	66	67	68
75		77	78
			88
95		97	

4.

34	35		37
	45	46	
54		56	
			67

5.

	53		55
62	63		
		74	
82			

**Algebra** Use a hundred chart. Identify the pattern. Write the missing number.

6.

20, \_\_\_\_, 40

7.

\_\_\_\_, 76, 77

8.

31, 41, \_\_\_\_



## Problem Solving

Solve the problems below.

9. Andrew is playing a game. He needs to find the number in the green square. What is the number?

35		?
45		
55	56	57

\_\_\_\_\_

10. I am the number that is between 69 and 71. What number am I?

68

☐

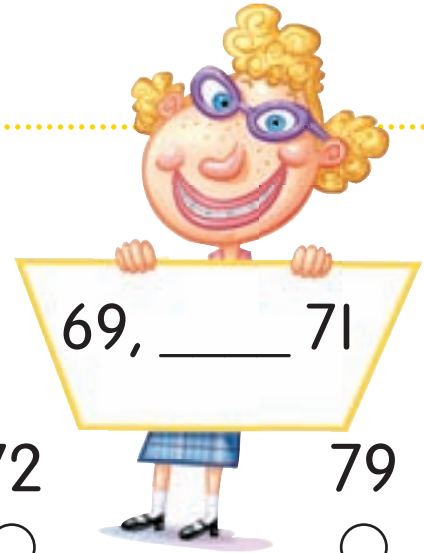
70

☐

72

☐

79

☐


11.  **Journal** Jane filled in the missing number.

Is her answer correct? Explain.

27	28	29
37	36	39
47	48	49

\_\_\_\_\_

\_\_\_\_\_

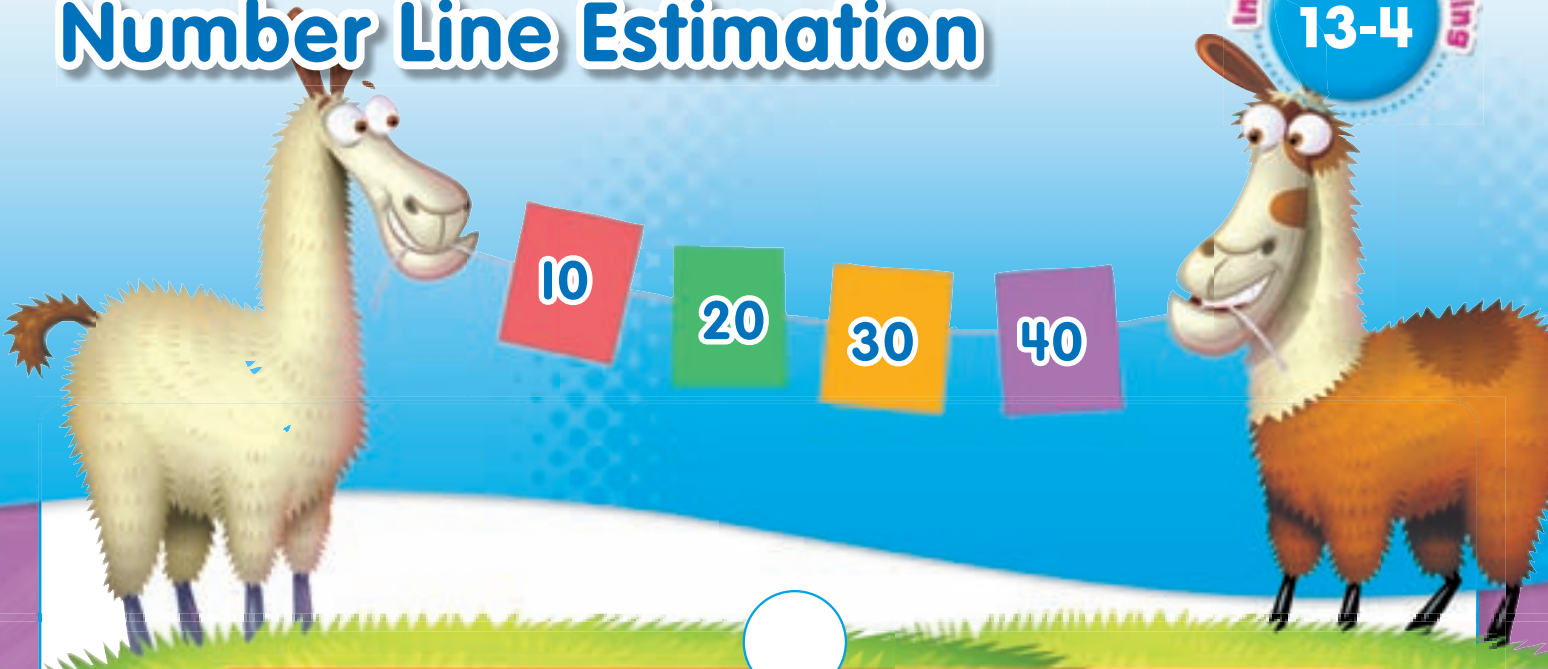
\_\_\_\_\_

\_\_\_\_\_

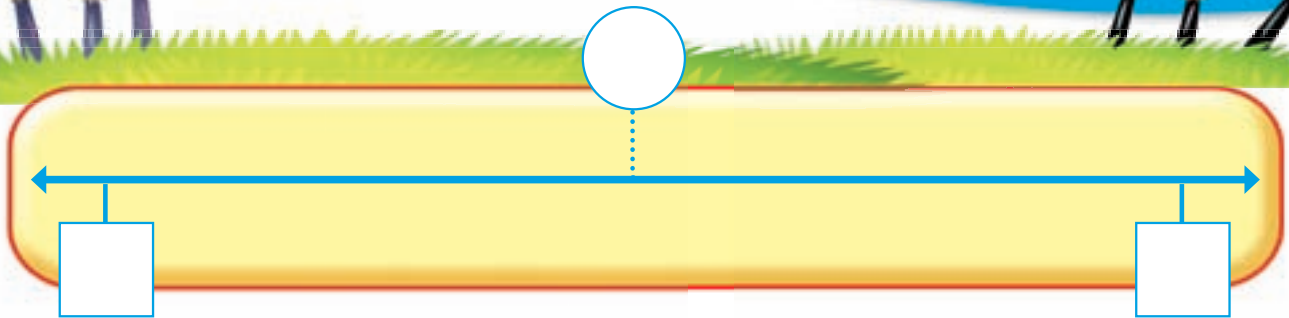
Name \_\_\_\_\_



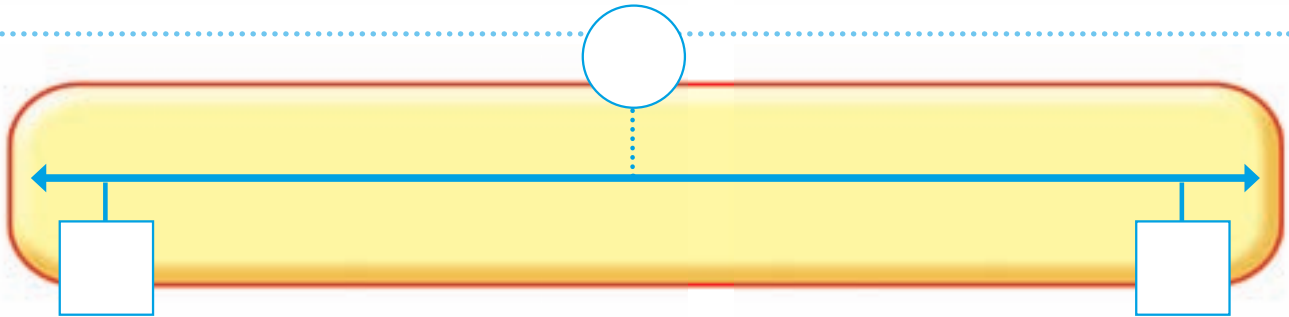
# Number Line Estimation



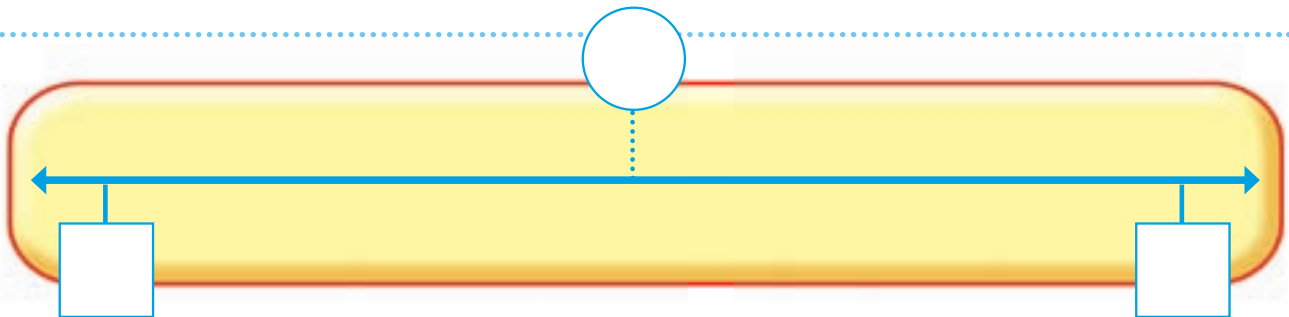
1.



2.



3.



**Home Connection** Your child estimated where numbers lie on a number line.

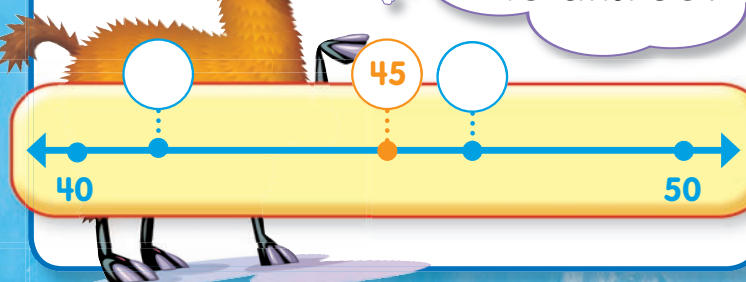
**Home Activity** Choose a number between 40 and 50. Ask your child to tell you whether the number is closer to 40 or to 50. Discuss why.

**NS 3.0** Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.

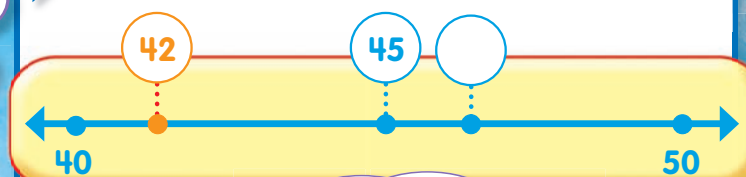


I can order 45, 42, and 47 on the number line.

45 is in the middle between 40 and 50.



42 is less than 45. 42 is closer to 40 than 50.

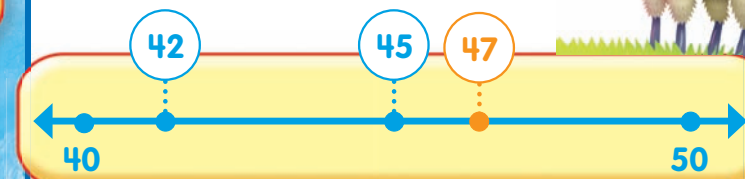


40 is the closest ten.

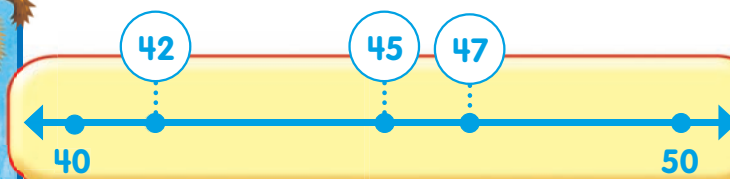


47 is greater than 45.

50 is the closest ten.



The order of the numbers is 42, 45, 47.



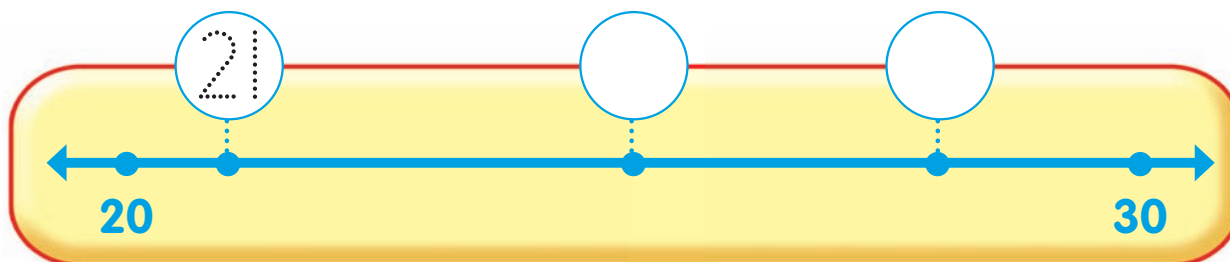
The number line shows the numbers in order.

Word Bank  
closest ten

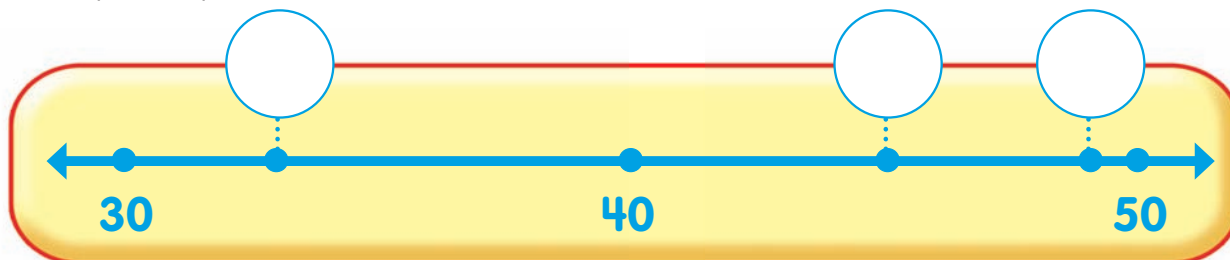
### Guided Practice

Write the numbers in the correct order on the number line.

1. 21, 28, 25



2. 45, 33, 49

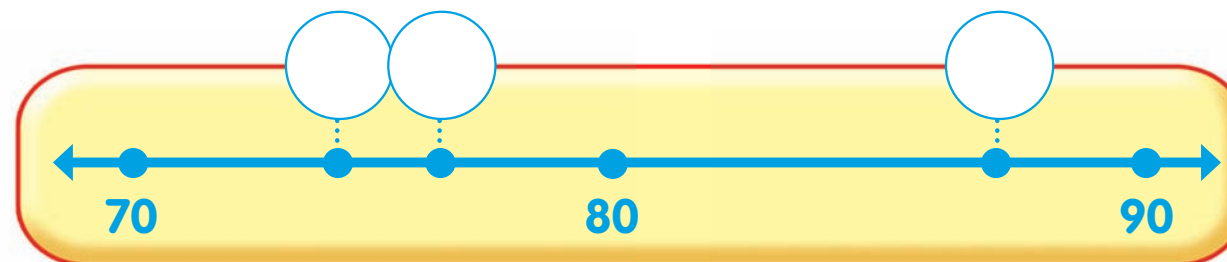


**Do you understand?** How do you know where 23 is on a number line?

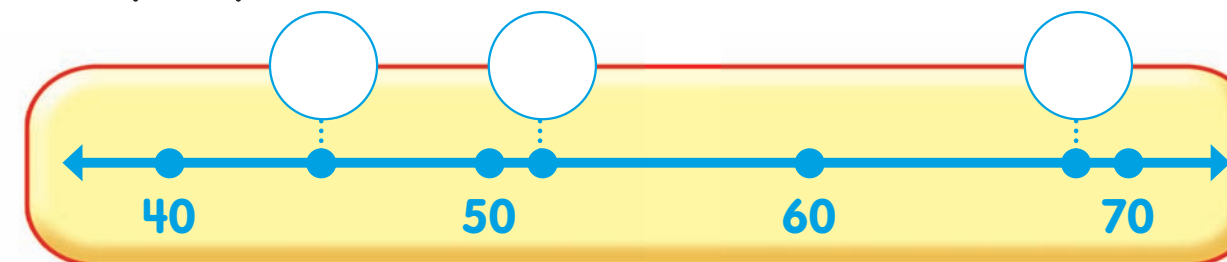
### Independent Practice

Write the numbers in the correct order on the number line.

3. 74, 87, 76



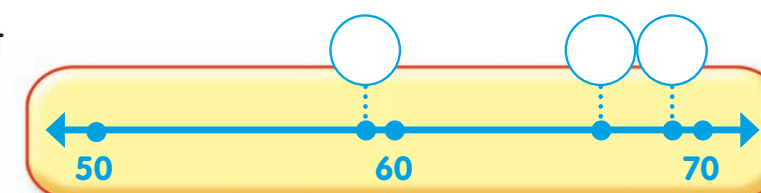
4. 52, 45, 68



**Estimation** Use the number line.

5. Circle the number closest to 60.

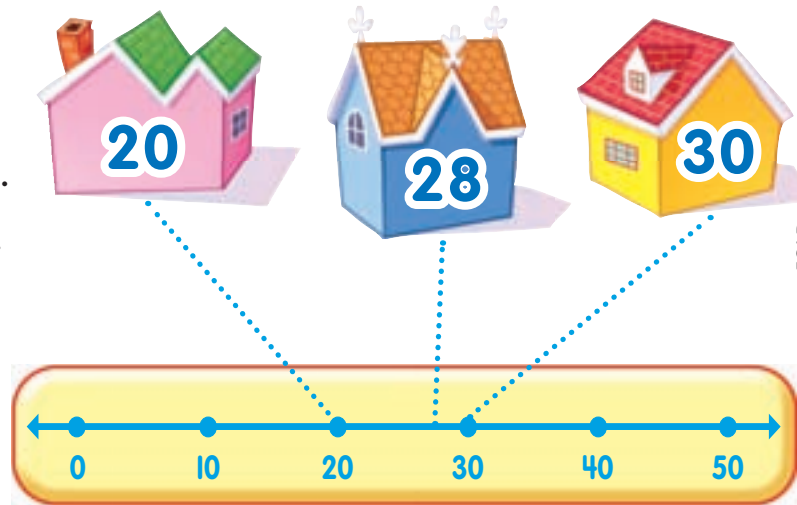
59 67 69



## Problem Solving

Solve the problems below.

6. Lisa's house number is 20.  
Pablo's house number is 30.  
Carla's house number is 28.  
Does Carla live closer to Lisa or to Pablo? Use the number line to solve.



7. Stan's locker number is 50.  
Jeff's locker number is 60.  
Marta's locker is closer to Stan's locker.  
What number is Marta's locker?

53

☐

57


☐

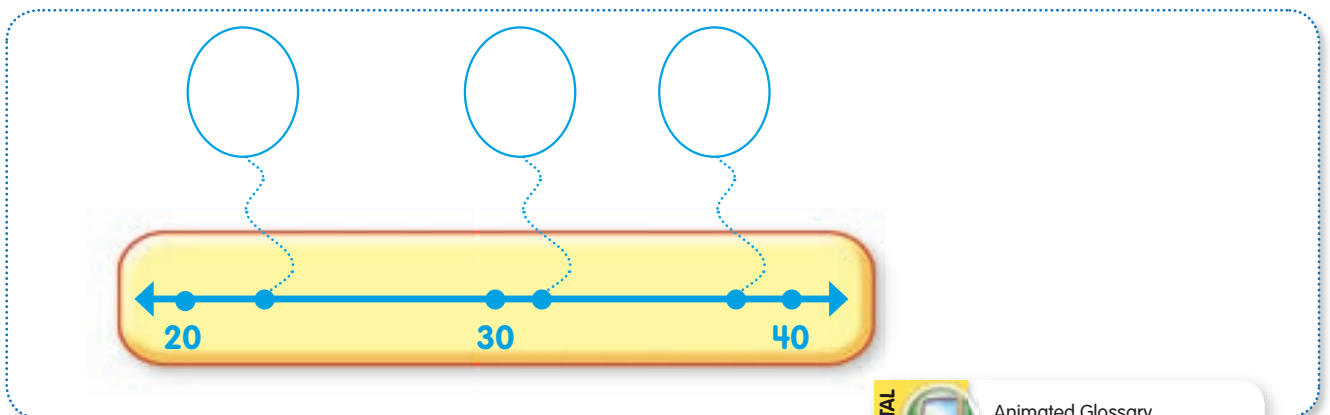
59

☐

61

☐

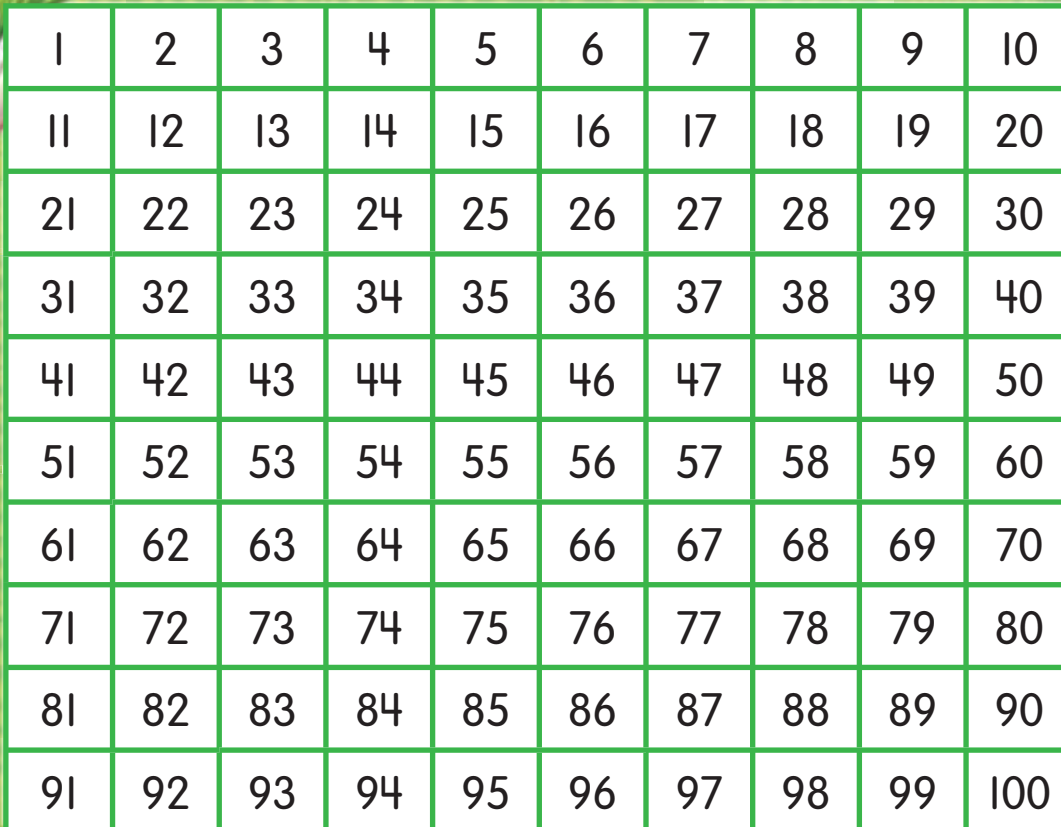
8.  **Journal** In each balloon write a number that is on this number line.  
Draw lines to show where each number goes.





Name \_\_\_\_\_

# Before, After, and Between



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. One before \_\_\_\_\_ is \_\_\_\_\_.

One after \_\_\_\_\_ is \_\_\_\_\_.

2. One before \_\_\_\_\_ is \_\_\_\_\_.

One after \_\_\_\_\_ is \_\_\_\_\_.

3. One before \_\_\_\_\_ is \_\_\_\_\_.

One after \_\_\_\_\_ is \_\_\_\_\_.


4. One before \_\_\_\_\_ is \_\_\_\_\_.

One after \_\_\_\_\_ is \_\_\_\_\_.

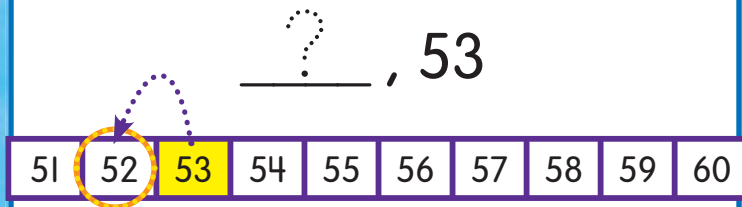


**Home Connection** Your child found one before and one after a given number, as well as the number that comes between two other numbers.

**Home Activity** Choose any 2-digit number less than 99. Ask your child what number is one before and what number is one after the number.

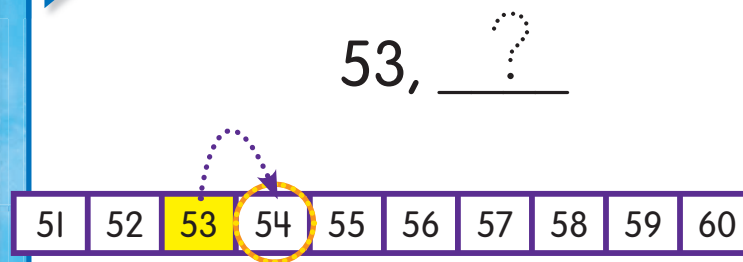
**NS 1.0** Students understand and use numbers up to 100. Also **NS 1.2** .

You can use a hundred chart to find the number that is one before 53.



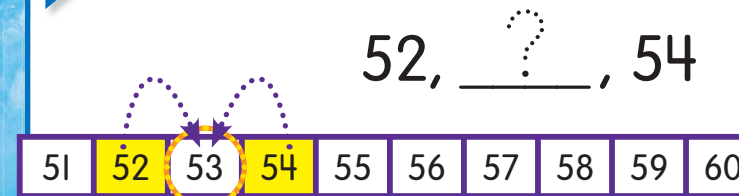
One before 53 is 52.

Find the number that is one after 53.



One after 53 is 54.

Find the number between 52 and 54.



The number between 52 and 54 is 53.

One before 60 is 59.  
One after 60 is 61.  
60 is between 59 and 61.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

### Guided Practice

Write the number that is one **before**.

1. 20, 21      2. \_\_\_\_\_, 47      3. \_\_\_\_\_, 50

Write the number that is one **after**.

4. 36, 37      5. 28, \_\_\_\_\_      6. 19, \_\_\_\_\_

Write the number that is **between**.

7. 42, 43, 44      8. 29, \_\_\_\_\_, 31

**Do you understand?** What number is one before 30?  
How does the number change from 30?

### Independent Practice

Write the number that is one **before**.

9. \_\_\_\_\_, 25      10. \_\_\_\_\_, 20      11. \_\_\_\_\_, 11

Write the number that is one **after**.

12. 68, \_\_\_\_\_      13. 33, \_\_\_\_\_      14. 49, \_\_\_\_\_

Write the number that is **between**.

15. 14, \_\_\_\_\_, 16      16. 40, \_\_\_\_\_, 42

**Algebra** Write a number to make each correct.

17.  $38 < \underline{\hspace{2cm}}$       18.  $\underline{\hspace{2cm}} < 60$



## Problem Solving

Solve the problems below.

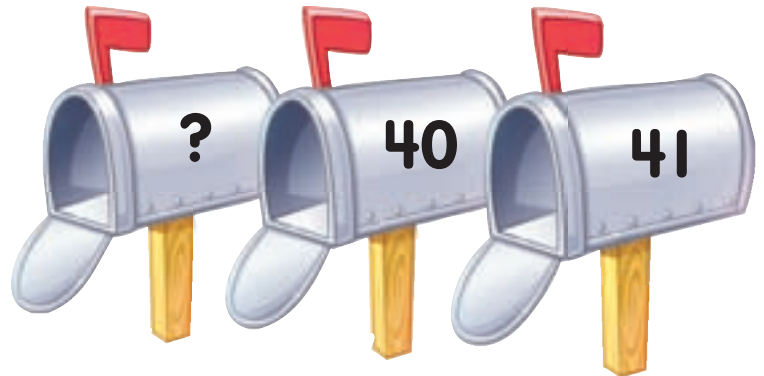
19. Paul's number is one after 38. Tina's number is one after Paul's number. What is Tina's number? Use a hundred chart.

\_\_\_\_\_

20. I am a number between 25 and 27. What number am I? Use a hundred chart.

\_\_\_\_\_

21. The number on Taylor's mailbox is one before 40. What is the number on Taylor's mailbox?



30

☐

39


☐

40

☐

41

☐

22.  **Journal** Choose a number on the hundred chart. Write a story about one more than your number.

---

---

---

---

---

Name \_\_\_\_\_

# Ordering Three Numbers



Round 1

--	--

least

--	--

\_\_\_\_\_

--	--

greatest

Round 2

--	--

least

--	--

\_\_\_\_\_

--	--

greatest

Round 3

--	--

least

--	--

\_\_\_\_\_

--	--

greatest

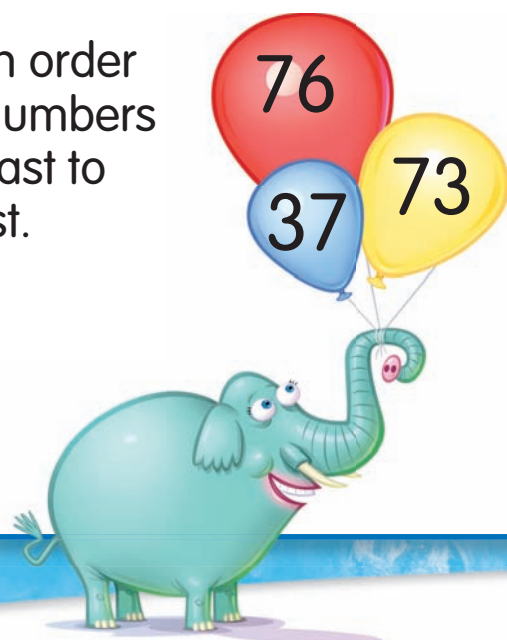


**Home Connection** Your child played a game to put 3 two-digit numbers in order from least to greatest.  
**Home Activity** Flip through a book and write 3 two-digit numbers down. Ask your child to order the numbers from least to greatest. Choose 3 more two-digit numbers and ask your child to order these numbers from greatest to least.

**NS 1.0** Students understand and use numbers up to 100. Also **NS 1.2**



You can order these numbers from least to greatest.



Look at the tens digit.

The number with the fewest tens is the least.



When the tens are the same, look at the ones.

The number with the most ones is greater.



Put the numbers in order from least to greatest.

Check your work. 73 is greater than 37 and less than 76.



### Guided Practice

Write the numbers in order from least to greatest.

1. 39 57 93  
least greatest

57 39 93

2. \_\_\_\_\_  
least greatest

24 31 18

3. \_\_\_\_\_  
least greatest

62 48 40

4. \_\_\_\_\_  
least greatest

92 62 79

5. \_\_\_\_\_  
least greatest

56 60 45

**Do you understand?** How can you tell which of these numbers is the greatest?

25 58 52

### Independent Practice

Write the numbers in order from greatest to least.

6. 41 40 14  
greatest least

40 14 41

7. \_\_\_\_\_  
greatest least

59 92 84

8. \_\_\_\_\_  
greatest least

73 68 76

9. \_\_\_\_\_  
greatest least

22 19 27

10. \_\_\_\_\_  
greatest least

56 81 63

**Algebra** Find the pattern. Write the numbers that come next.

11. 24, 26, 28, 30, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## Problem Solving

Solve the problems below.

12. Demi's box has the greatest number of beads. Tad's box has the least number of beads. How many beads are in Pablo's box? Order the numbers to solve.

\_\_\_\_\_ beads



13. John's book has 42 pages. Mark's book has 25 pages. Kenzo's book has the most pages. How many pages can Kenzo's book have?

45



36




24



21



14.  **Journal** Choose three numbers between 30 and 50. Write the numbers in order.

Name \_\_\_\_\_



# Ordinal Numbers Through Tenth



--	--	--	--	--	--	--	--	--	--

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th  
first second third fourth fifth sixth seventh eighth ninth tenth

--	--	--	--	--	--	--	--	--	--

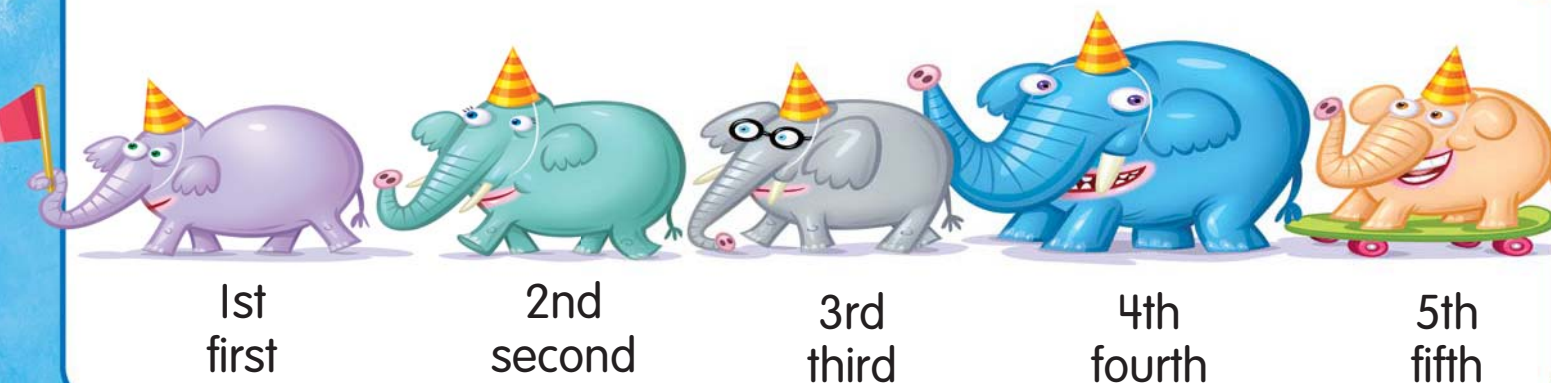
1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th  
first second third fourth fifth sixth seventh eighth ninth tenth



**Home Connection** Your child identified whether an object was first, second, third, and so on up to tenth in a row.  
**Home Activity** Place up to ten objects in a row. Choose a position, such as fourth, and ask your child to identify which object is in that position. Repeat for other positions.  
**NS 1.0** Students understand and use numbers up to 100. Also **MG 2.4**.



Numbers and words can tell position.



Which elephant is 7th? The pink elephant is 7th.



### Guided Practice

1. Color to show the positions of the cars.



2. Circle the fish that is second in line.  
Cross out the fish that is fifth in line.  
Draw a box around the fish that is eighth in line.



**Do you understand?** Look at the picture below.  
How do you know which cat is fourth in line?



### Independent Practice

Circle the word that completes the sentence.

3. The book is on the \_\_\_\_ shelf.  
second      third      eighth

4. The doll is on the \_\_\_\_ shelf.  
second      fourth      third

5. The bear is on the \_\_\_\_ shelf.  
eighth      fourth      tenth

6. The car is on the \_\_\_\_ shelf.  
first      sixth      seventh



**Algebra** Which medals are missing? Draw and label the missing medals.

7.



## Problem Solving

Solve the problems below.

8. Nick is just before Fumi in the line. Fumi is just before Jack. Jack is 4th in line. What place is Nick? Draw a picture to solve.

\_\_\_\_\_ place

9. Holly has a green boat. Her boat did not come in second place. What place did Holly's boat get?



2nd



3rd



5th



6th



10. **Journal** Rick went to the zoo. Place the letters in order to find which animal he liked best.

H	L	N	E	E	T	P	A
5th	2nd	7th	3rd	1st	8th	4th	6th
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1st							



Name \_\_\_\_\_



# Making Reasonable Estimates



1. \_\_\_\_\_ guess  
\_\_\_\_\_ count

2. \_\_\_\_\_ guess  
\_\_\_\_\_ count

3. \_\_\_\_\_ guess  
\_\_\_\_\_ count

4. \_\_\_\_\_ guess  
\_\_\_\_\_ count



**Home Connection** Your child used a group of 10 to estimate a larger quantity.

**Home Activity** Display a group of items, such as pennies or spoons. Have your child estimate the number of items.

**NS 3.1** Make reasonable estimates when comparing larger or smaller numbers.

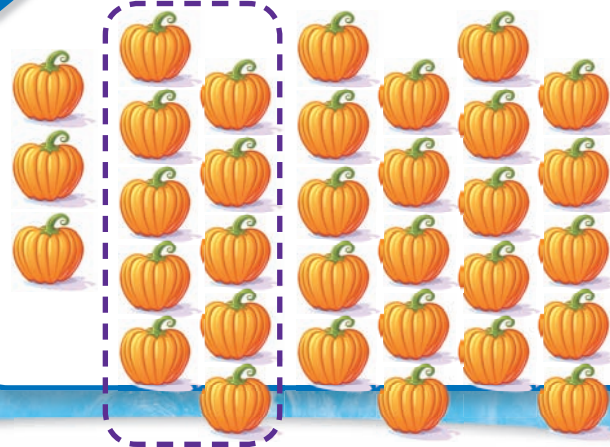
Also **NS 3.0, MR 2.0, MR 2.1.**



**Estimate about** how many pumpkins there are.



Circle a group of 10.



Estimate how many groups of 10 you can make.

I think I can make about 3 groups of 10.

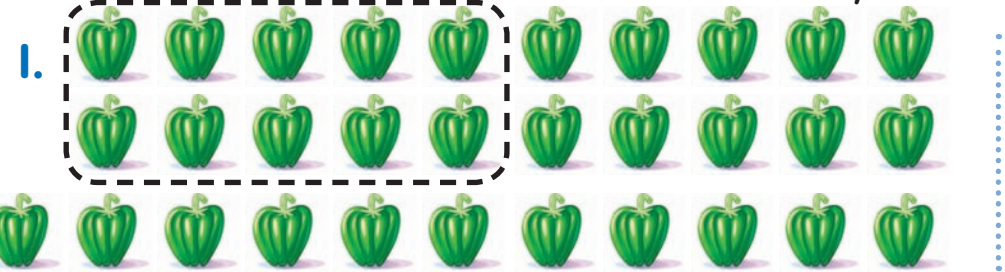


So there are about 30 pumpkins.



**Guided Practice**

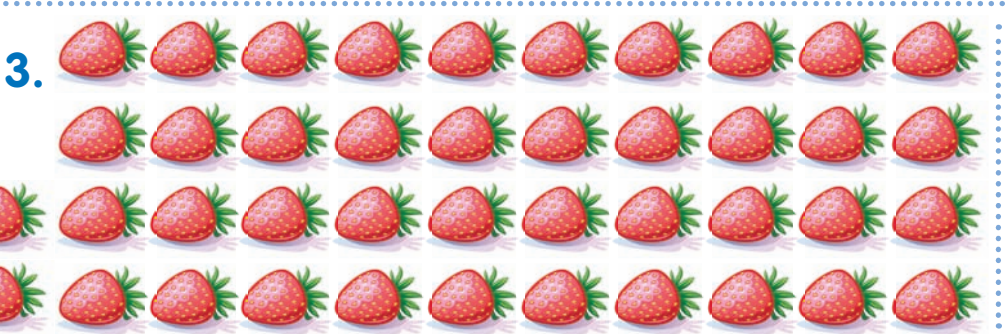
Circle a group of 10.  
Then circle the best estimate for how many there are in all.



about  
10    30    50



about  
20    40    60

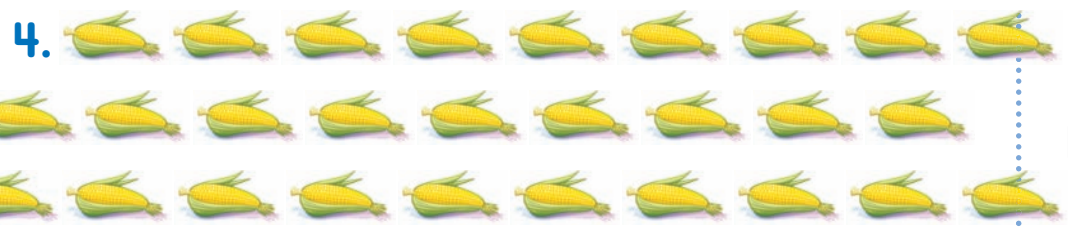


about  
20    40    60

**Do you understand?** There are 47 books. Is 80 a good estimate for the books? Explain.

**Independent Practice**

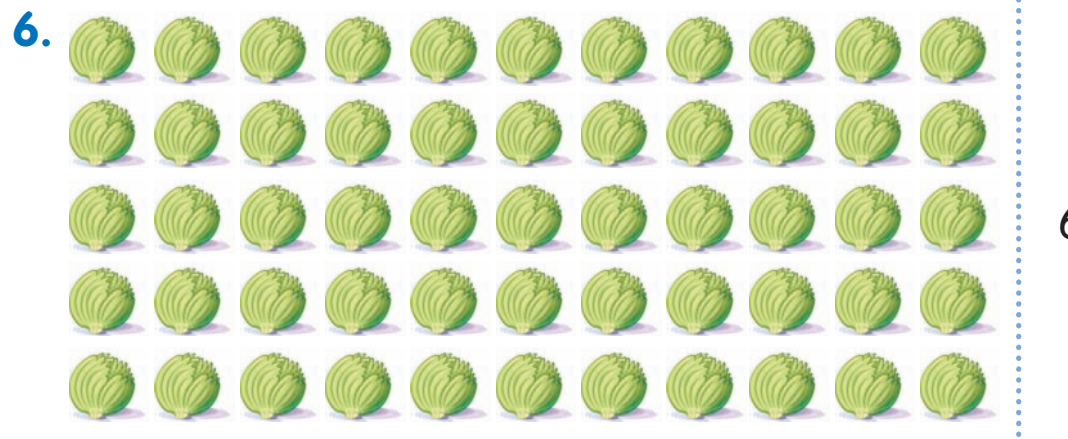
Circle a group of 10. Then circle the best estimate for how many there are in all.



about  
10    30    50



about  
30    50    70



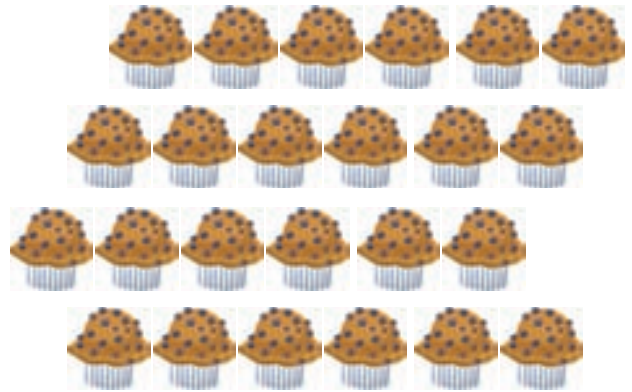
about  
60    80    100

**Word Bank**  
estimate  
about

## Problem Solving

Solve the problems below.

7. Ed has a box of muffins.  
Which is a better estimate,  
20 muffins or 40 muffins?  
Estimate to solve.



about \_\_\_\_ muffins

8. Jenny estimates that there  
are about 50 pennies in the  
jar. If her estimate is close,  
how many pennies could be  
in the jar?



26



33




48



69



9.  **Journal** Which number is a good estimate for the number of  
children in your class? Explain.

2

20

200

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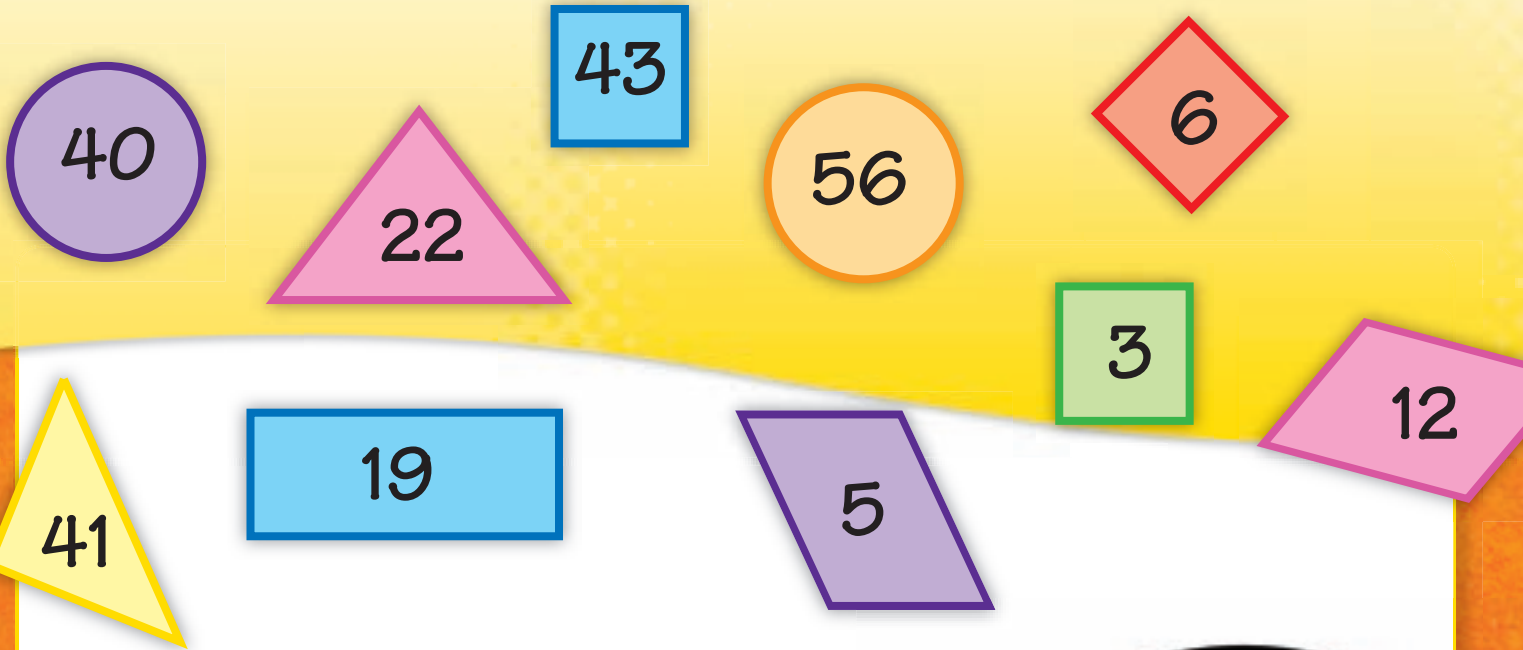
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Name \_\_\_\_\_

Problem Solving



# Make an Organized List



1. The secret number is \_\_\_\_\_.

2. The secret number is \_\_\_\_\_.

3. The secret number is \_\_\_\_\_.

4. The secret number is \_\_\_\_\_.



**Home Connection** Your child made lists of possible answers to help solve number riddles.

**Home Activity** Make a list with your child. List people he or she knows. Then ask each other riddles about the people on the list.

**MR 1.1** Determine the approach, materials, and strategies to be used. Also **NS 1.0, MR 2.0.**



Read, Understand, and Plan

Carl has a secret number.  
It is greater than 40 but less than 50.  
His number is red.  
What is Carl's secret number?

29 50 22 46 24 45 41 58 57



Solve

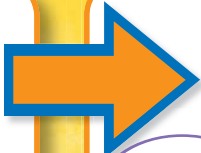
41, 45, and 46  
are between 40  
and 50.



What could it be?

41  
45  
46

Carl's  
number  
is 46.



Look Back and Check

46 is the only  
red number that  
is between 40  
and 50.



Guided Practice

Look at the numbers above.  
Make a list to find the secret number.

- |   |  |
|---|--|
| 1. I am a green number.<br>I am greater than 45 but<br>less than 60.<br>What number am I?<br>57   | 2. I am a blue number.<br>You say my name when<br>you count by tens.<br>What number am I?<br>_____ |
| 3. I am a blue number.<br>I am greater than 20 but<br>less than 30.<br>What number am I?<br>_____ | 4. I am a red number.<br>I am less than 30.<br>What number am I?<br>_____                          |

Do you understand? How does making a list help you solve a problem?

Independent Practice

Make a list. Write the person's name.



- |  |  |   |
|--|--|---|
| 5. My book is<br>between the<br>2nd book and<br>the 5th book.  | Who could I be?<br>_____<br>_____          | I have 3 letters in<br>my name.<br>Who am I?<br>_____ |
| 6. My book is<br>between the<br>6th book and<br>the 10th book. | Who could I be?<br>_____<br>_____<br>_____ | I have 6 letters in<br>my name.<br>Who am I?<br>_____ |

## Problem Solving

Find the secret number.

7. I am a number greater than 70.  
What number could I be?

---

---

---

You say my name when you  
count by tens.  
What number am I?

---


8. I am a green number.  
I am less than 60.  
What number am I?

52  
☐

53  
☐

58  
☐

89  
☐

9.  **Journal** Use the numbers above.  
Write your own riddle.

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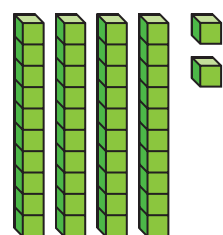
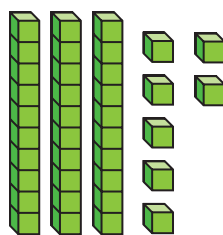
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1

- 74 ☐ 47 ☐ 38 ☐ 27 ☐

2

- ☐  $42 < 37$   
☐  $37 = 42$   
☐  $37 > 42$   
☐  $37 < 42$



3

- ☐ 77  
☐ 85  
☐ 87  
☐ 89



4

- ☐ 80  
☐ 88  
☐ 89  
☐ 98

67	68	69
77	78	79
87	?	89

5

- 31 ☐ 33 ☐ 35 ☐ 36 ☐

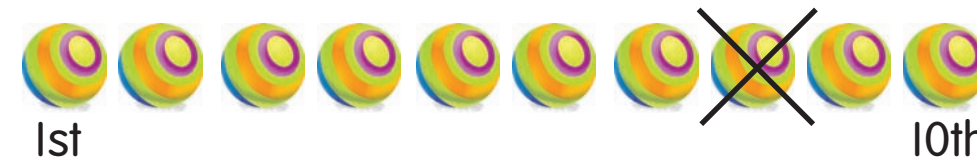
**Oral Directions** Say: Mark the correct answer. **1.** Use cubes to solve. Katie had 37 stickers. Her brother gave her 10 more. How many stickers does Katie have now? **2.** Which sentence compares the cubes? **3.** Which number is closest to 80 on a number line? **4.** Which number is missing? **5.** Jai gets a number card that is between 32 and 34. Which number is on his card?

Name \_\_\_\_\_

6

- 65, 79, 81 ☐ 65, 81, 79 ☐ 81, 65, 79 ☐ 81, 79, 65 ☐

7



- tenth ☐ ninth ☐ eighth ☐ seventh ☐

8



- 4 ☐ 12 ☐ 39 ☐ 78 ☐

9

- 46 ☐ 44 ☐ 41 ☐ 35 ☐

**Oral Directions** Say: Mark the correct answer. **6.** Which shows the numbers in order from greatest to least? **7.** Which word tells the position of the ball that is crossed out? **8.** Tony estimates that there are about 40 pencils in the cup. If his estimate is close, how many pencils could be in the cup? **9.** I am a number greater than 45. Which number could I be?

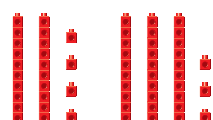


## Set A

You can compare numbers with  $<$ ,  $>$ , or  $=$ .

$<$  means less than.

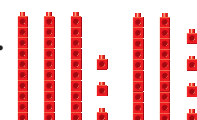
24 is less than 33.



24  $<$  33

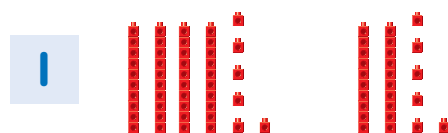
$>$  means greater than.

33 is greater than 24.



33  $>$  24

Write less than, greater than, or equal to. Then write  $<$ ,  $>$ , or  $=$ . Use cubes to help.



46 is \_\_\_\_\_ 26.

46  $\bigcirc$  26



25 is \_\_\_\_\_ 52.

25  $\bigcirc$  52

## Set B

You can use a hundred chart to find the number that is one before, one after, or between. One before 37 is 36.

36, 37

One after 37 is 38.

37, 38

37 is between 36 and 38.

36, 37, 38

Write the number. Use a hundred chart if you like.

3 Write the number that is one before.

\_\_\_\_\_, 63

4 Write the number that is between.

78, \_\_\_\_\_, 80

## Set C

You can order three numbers. Look at the tens first. If the tens are the same, look at the ones.

54

27

53

27  
least

53

54  
greatest

5 Write the numbers in order from greatest to least.

93

31

94

\_\_\_\_\_  
greatest

\_\_\_\_\_

\_\_\_\_\_  
least

## Set D

You can identify position with numbers and words.



1st 2nd 3rd 4th 5th  
first second third fourth fifth

Circle the word that completes the sentence.

The orange paint is \_\_\_\_\_.

first second fourth

Circle the word that completes the sentence.

6



1st

The beach ball is \_\_\_\_\_.

second third fourth

7



1st

The pink balloon is \_\_\_\_\_.

first third fifth