Making 1 (1.00), 10, 100, 1,000 and 10,000 Resource Packet

Resource Prepared for use with Video On

"Counting UP ⬆ to 'Make 10'"

by

Blaine Helwig

Video (free download) at www.thenew3rseducationconsulting.com

WHEN to teach the "*'Making' Numeracy Skills per Grade Level*"						
Grade	**Making 1 (Level A & B)**	**Making 10 (Mod. for 1st & 2nd grades)**	**Making 100 (Level A) (Mod. for 2nd grade)**	**Making 100 (Level B & C)**	**Making 1,000 (Level A & B)**	**Making 10,000 (Level A & B)**
Grade 1		✓ (Mod)				
Grade 2		✓ (Mod)	✓ (Mod)			
Grade 3		✓	✓		✓ (A only)	✓ (A only)
Grade 4	✓	✓	✓	✓	✓	✓
Grade 5	✓	✓	✓	✓	✓	✓
Grade 6	✓	✓	✓	✓	✓	✓

Table of Contents of "Making" Numeracy Skills' Practice

NOTE 1 – P1, P2 or P3 indicates multiple versions of same practice (P) sheet.

NOTE 2 – Black star on answer key denotes student MASTERY level in time limit.

NOTE 3 – Use IEP for appropriate resource sheet for students in special education

Resource Recommendations for Effective Use

My video series will clarify the pedagogical process so that many common missteps are avoided, and teachers of all experience levels are successful and effective with the implementation of curricular resources. In my 30 years of public education experience, I have seen many efficiently and effectively designed Tier 1, Tier 2 and Tier 3 curricular resources and pedagogy **not work** due to user-error and inefficient classroom routines and student management – either in an individual classroom or school-wide programming. If there is one curricular criticism comment that I have heard repeatedly, it is the following: *"That program or curricular resource does not work with my students."* Then, in response to that negative critique, I followed-up and observed both the curricular resource's implementation as well as the classroom quality controls. Invariably, I arrive at the conclusion, *"Of course, the curricular resource or program was not effective – the cause – poorly designed implementation, lack of required consistency and insufficient student accountability."* Again, this video series provides the needed steps to rectify or greatly lessen many of these issues.

In general, the video series in math, science and literacy will focus on the four (4) primary phases of 'student learning' and 'pedagogy' that must be addressed to produce consistent and sustained student outcomes.

First, skill or process lesson design must be sequenced from **tactile** lessons as new concepts are introduced and transition to **pictorial** representation lessons. After the tactile and pictorial stages are student mastered, the lesson design transitions to a **paper-pencil** formatted structure. In short, daily core lessons begin with a concrete stage and/or pictorial stage and end in a paper-pencil structure depending on the concept and the grade level.

Second, there must be a **threshold number of repetitions** to master a skill or process. There are varying means of spiraling instruction to accomplish the threshold repetition limits, but if the objective is to ingrain the skill into long-term memory, repeated exposure is a necessity. For students classified as 'general education' scholars, the range is between 8 to 16 iterations to master a skill or process. However, if the student is receiving special education services, then the minimum required repetitions may vary widely. In those situations, a student's defined disability must be taken into account as well as the student's Individual Education Plan (IEP).

Third, there is always a **sequencing hierarchy in skill development** since skills must be learned in a specific order, or the majority of students will be cognitively overwhelmed. For example, a student should possess whole number line mastery prior to learning to 'round' whole numbers to the nearest 10, 100 or thousand. These prerequisite skills should be taken into consideration so the student is not trying to learn both the prerequisite skills and the dependent skills simultaneously.

Fourth, the **pedagogical spiraling mechanism** to achieve the threshold number of repetitions is difficult for teachers of any experience level. There is a teaching method entitled 'spaced repetition' that efficiently and effectively addresses this situation. That technique will be the subject of a future video. However, this resource packet is intended to provide a classroom teacher with most of the prerequisite skills, processing skills and their sequencing referenced in the video; consequently, only the repetition pedagogy remains an open question.

Each of the prerequisite or core skills referenced in the video are detailed below from either the pictorial or paper-pencil stage of lesson design and student learning. Finally, teachers MUST practice the skills sufficiently to aptly prepare students for the student assessment. All too often the lack of student learning and subsequent content mastery in many teachers' classrooms are a result of insufficient practice opportunities.

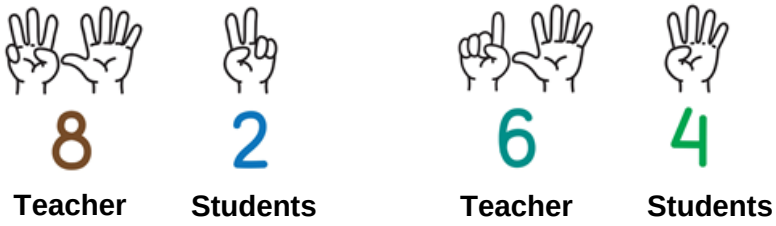
Curricular Resources Included for this Video

FIRST GRADE

1.) Making 10 with Dots (P1 & P2) – This pictorial exercise has two **P**ractice versions (P1 and P2) to provide students with sufficient practice. Each of the two versions is divided in half so the teacher can employ the resource for 4 days instead of 2. However, before using this pictorial exercise with students, it is highly recommended that teachers design core lessons with tactile manipulatives to 'Make 10' for at least 4 to 5 days. Some common objects are small plastic disks, blocks or pennies (since a penny is equal to 1 cent). A pictorial exercise like this resource should always follow tactile lessons when new concepts are introduced.

When using this resource, students should equate an associated addition math fact (e.g., 3 + ___ = 10) with each dot diagram picture. On both P1 and P2, the addition equation associated with a missing addend is located under each dot diagram. After students master this resource, the teacher can employ a quick rapid mini-review prior to the core lesson using hands as the visual manipulative to further reinforce the Making 10 concept – each day until the students master the skill. For instance, the teacher can show students 9 digits on his or her two hands, and the students respond by showing 1 finger – to make a sum of 10 (i.e., 9 + 1 = 10).

Example:



It is important that teachers begin this **daily** activity by choosing numbers close to 10; consequently, at the beginning, he or she would visually display **only** three numbers (i.e., 8, 9, and 10 digits) – or the students view too many number pairings, and will not be exposed to a sufficient number of repetitions to memorize the pairings to automaticity (10, 0 and 9, 1 and 8, 2). Additionally, the students are only adding a small number (fingers) to 'Make 10.' Then, after 3 days, the teacher can add two more numbers (i.e., 6 and 7) and continue to practice Making 10 with the numbers 8, 9 and 10. Continue the process until all the number combinations have been covered from 0 through 10. It is one of the teacher's objectives that students begin to recognize number pairings to sum or make 10 – (0, 10); (1, 9); (2, 8); (3, 7); (4, 6) and (5, 5). In doing so, students mentally pair a combination of 1-digit numbers that sum to 10 with automaticity. **Emphasize these number patterns**. **Note:** The teacher should be observing students that struggle during these mini-lessons, so that they know which children may require more assistance to master this important Base 10 numeracy content. Again, automaticity with physical understanding is the overriding goal!

2.) Making 10 with Equations (P1 – P3) – This **P**ractice exercise is the next sequential learning step in the Making 10 series for 1st graders. Students begin 'Making 10' using addition equations – completing the addend in the equation. The teacher is encouraged to press students on the pragmatic meaning of commutative property of addition during this activity – so students realize the following commutative mathematic property: 4 + 6 = 10 as does, 6 + 4 = 10 (i.e., addends can be exchanged and the sum does NOT change. Finally, the six (6) individual math facts learned in 'Making 10' aid students in learning their addition math facts from 0 through 12 to automaticity.

3.) Making 10 without Equations (P1 – P3) – The final learning stage in 'Making 10' (for first graders) is mental math. Students are given a digit from zero (0) through ten (10), and they **write** its

compatible pair. Again, it is recommended that the teacher sufficiently practice each morning for short and rapid practice sessions, so that students master this important numeracy skill.

A methodology that is highly effective in aiding and preparing students in this activity is the following example: A teacher holds up her hand(s) displaying 8 fingers and students **WRITE** 2 on their paper or on their desk with dry erase markers. With first graders, it may take up to two (2) weeks to sufficiently prepare them for this last **P**ractice resource. Again, start the process by ONLY using larger numbers equal or close to the number 10 (i.e., 10, 9 and 8). Then, systematically add a number or two (e.g., 6 and/or 7) every 3 days – while continuing to practice the previously learned numbers as well. When ALL students are ready, assess their 'Making 10' numeracy ability with P1, P2, and P3. Additionally, one of the three (3) **P**ractice exercises can be used as homework to provide extra opportunities for repetition to ensure student success. The recommended time limit to finish this exercise is **3 minutes**. **Note:** If teachers adequately prepare their students for an assessment of any type, time limits on activities are rarely a stressor for students.

Example: **Teacher:**  **Students WRITE:** **1**

9

SECOND GRADE

1.) Making 10 without Equations (P1 & P2) – If students are computationally prepared for this activity, then assess them using **P**ractice exercises P1 or P2 for 5 minutes. If not, teachers can use the same pedagogical process that was used for first graders in 3.) Making 10 without Equations (P1 – P3) outlined above. When students are sufficiently prepared for success, then and only then, assess the students.

Note: In my nearly 30 years of public education experience, as either a classroom teacher or a campus administrator, I never witnessed a student that experienced an 'anxiety issue' with a timed test. I believe the reason for this success is that children were properly prepared for the assessment. They were not nervous or under pressure to perform. They were comfortable with the expectation, and again, **they were sufficiently prepared and practiced for success**. Consequently, it is imperative that a teacher ***NOT*** assess students with (P1 or P2) until they have sufficiently practiced the skill with them. Then, it is easy to motivate and praise them on their efforts and accomplishments until they are all successful.

2.) Making 100 without Equations (P1 & P2) – This exercise (P1 and P2) is usually the first-time students begin to understand the numeracy power of Base 10. After students have mastered summing two single digit numbers to 10, they soon realize that it is the SAME **mathematical process** for summing two numbers to Make 1.00, 100 or 1,000 except we add zeros behind the two numbers (e.g., 3 + 7 = 10; 30 + 70 = 100; 300 + 700 = 1,000 or 0.3 + 0.7 = 1.0). Prepare students in the same manner as described in Making 10 above; however, it is highly effective for students to count by multiples of tens both by chorally SPEAKING and WRITING the multiple string. For example, the teacher can say let's count by multiples of tens – and students respond chorally by counting by tens: {**0**, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100}. Repeat exercise, but students **WRITE** the multiples of ten on a piece of paper or on their desks using dry erase markers. When students are prepared for success, assess them on this exercise with a 5-minute time limit.

Note: Again, teachers should stress to students that 4 + 6 = 10 and 40 + 60 = 100 and 400 + 600 = 1,000. The important point is that students realize that the number pairs (4 and 6) to Make

10 are the same number pairs to Make 100 (40 and 60), etc. Finally, addition possesses a commutative property that allow addends to be interchanged and not alter the sum (e.g., 30 + 70 = 100 and 70 + 30 = 100).

Note: The first digit in all multiple patterns is always zero (0). Thus, when students count by tens or any other number, the first digit is always zero (0), and then the number (e.g., multiples of 10: **0**, 10, 20, 30, … or multiples of 2: **0**, 2, 4, 6,…)

THIRD THROUGH SIX GRADE

1.) **Making 10 without Equations (P1 & P2) –** This exercise begins with mental math. If students have not been prepared in the primary grades, then the teacher may have to revisit those activities listed above prior to assessing students. The recommended time for completion is 5 minutes. Again, it is important to note that if students are amply prepared for an assessment, a time limit is rare as a stressor. If students are not doing well on any assessment or exercise, the only question that remains is the level of their preparation. (Third grade and up)

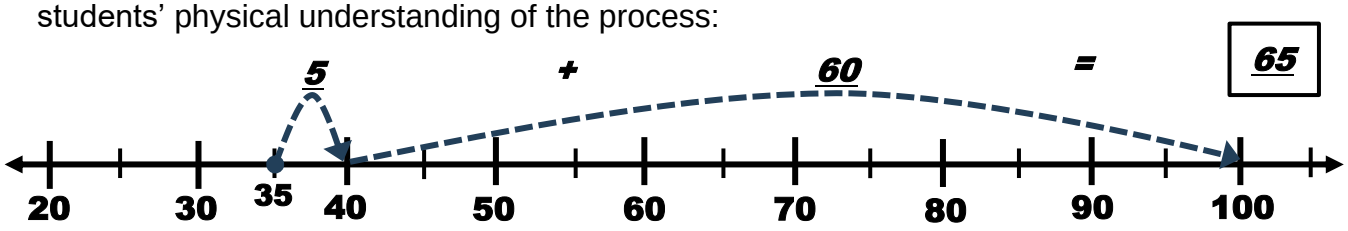
Note: It is imperative that students master this skill prior to moving on to Making 100.

2.) **Making 100 (Levels A, B and C) –** These three Levels (A, B, and C) with multiple **P**ractice versions for each level are critical for students' general numeracy ability and an understanding of Base 10 mechanics. Each Level builds the foundation for the next stage and ensures student success. Recommended time limit: 5 minutes.

Level A presses students to Make 100 using only multiples of 10. Again, recognize that this exercise is also 'Making 10' – but adding a zero. (2 + 8 = 10; therefore, 20 + 80 = 100). (Third grade and up)

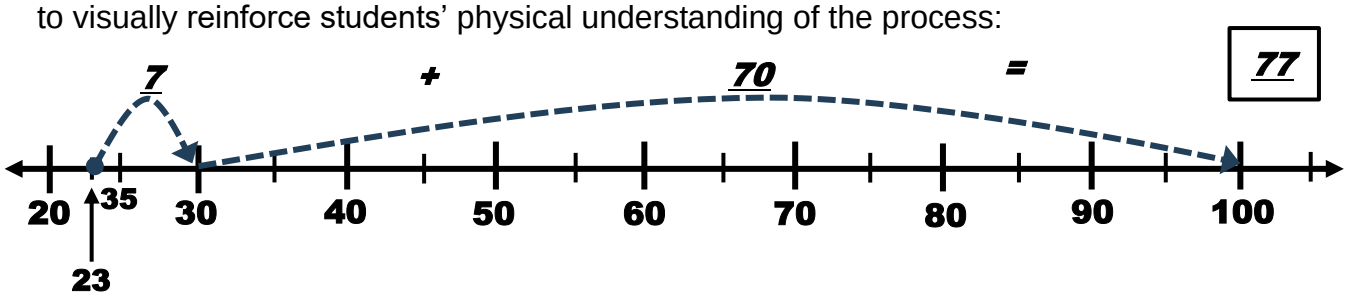
Level B presses students to Make 100 using only multiples of 10 and a midpoint, so they are only counting up by a 5. (4th grade and up)

Example: Make 100, beginning at 35: Ones first – 35 to 40 is **5**; then, Tens – 40 to 100 is **60**. Consequently, 5 + 60 = **65**. I recommend using a number line approach to visually reinforce students' physical understanding of the process:



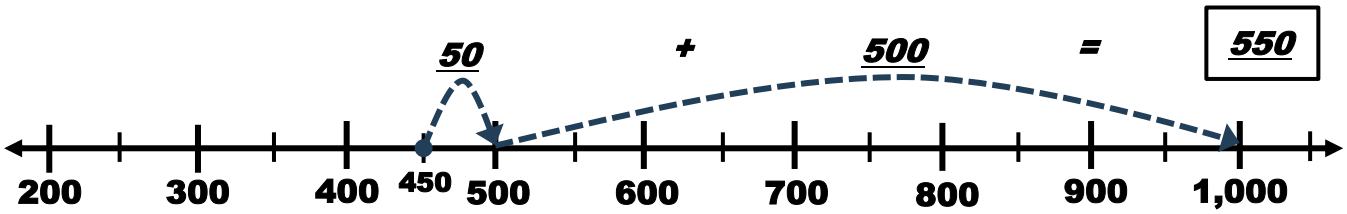
Level C presses students to Make 100 using any singular point between 0 and 100. (4th grade and up)

Example: Make 100, beginning at 23: Ones first – 23 to 30 is **7**; then, Tens – 30 to 100 is **70**. Consequently, 7 + 70 = **77**. Again, as in Level B, I recommend using a number line approach to visually reinforce students' physical understanding of the process:



3.) Making 1,000 (Levels A and B) – These two Levels (A and B) with multiple **P**ractice versions augment students' general numeracy ability and expand their understanding of Base 10 mechanics. Level A is multiples of 100; whereas, Level B are the midpoints between 100 (e.g., 50, 150, 250, 350, etc.) The same pedagogical process and sequential process should be followed for Making 100 (Levels A, B, and C) described above. Recommended time limit is 5 minutes. (Third Grade (only) on Level A)

Example: Make 1,000, beginning at 450: Tens first – 450 to 500 is **50**; then, hundreds – 500 to 1,000 is **500**. Consequently, 50 + 500 = **550**. Again, when using Level B, I recommend using a number line approach to visually reinforce students' physical understanding of the process:

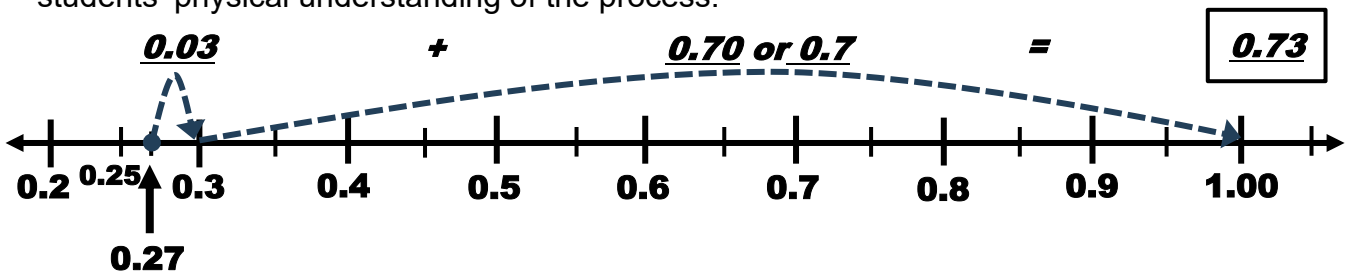


4.) Making 10,000 (Levels A and B) – Level A is multiples of 1,000; whereas, Level B includes the midpoints between 1,000 (e.g., 500; 1,500; 2,500; 3,500; etc.) The same pedagogical and sequential process should be followed for Making 100 and 1,000 as outlined above. Recommended time limit: 5 minutes. Note the star ★ indicates the expected completion of this exercise. (Optional exercise in Making 10 series – Third Grade (only) on Level A)

Note: Usually at this point in the Making series, students can be given the Making 10,000 assessments directly if student mastery standards have been maintained throughout the instructional and student preparation process.

5.) Making 1.00 (Levels A and B) – Level A is used to master the nearest tenth; whereas, Level B may be the location of any 0.01 point between 0 and 1.00. *This exercise is critical* for students to mentally compute the distances between quarter points and whole numbers when working with decimal numbers. It also presses that Base 10 number mechanics apply to both whole numbers and decimals. Recommended time limit is 5 minutes. (4th grade and up)

Example: Make 1.00, beginning at 0.27: Hundredths first – 0.27 to 0.30/0.3 is **0.03**; then, tenths – 0.30/0.3 to 1.00 is **0.7 or 0.70**. Consequently, 0.03 + 0.70 = **0.73**. Again, it is strongly recommended to thoroughly practice with a number line approach to visually reinforce students' physical understanding of the process:



Note: With sufficient learning opportunities, students become very adept at these numeracy activities and cement their understanding of Base 10 mathematics and its inherent power.

Note: It is often an elementary school's goal to increase their children's numeracy ability. If that objective is to be realized, numeracy must be directly addressed and practiced with student accountability.

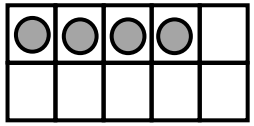
First (1st) Grade Resources

Video (free download) at www.thenew3rseducationconsulting.com

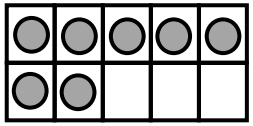
Making 10 with Dots – P1

Use for Addition – Developing Numeracy Sense – Base 10

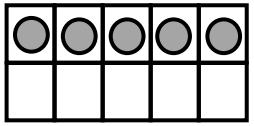
Directions: *Calculate the number of dots to needed to "Make 10" or sum to 10.*

A.) 

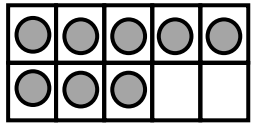
4 + 6 = 10

B.) 

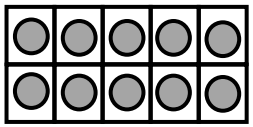
7 + ☐ = 10

C.) 

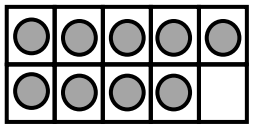
5 + ☐ = 10

D.) 

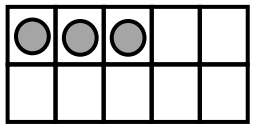
8 + ☐ = 10

E.) 

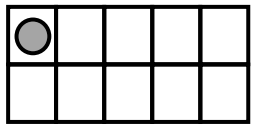
10 + ☐ = 10

F.) 

9 + ☐ = 10

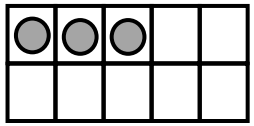
G.) 

3 + ☐ = 10

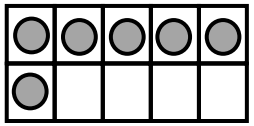
H.) 

1 + ☐ = 10

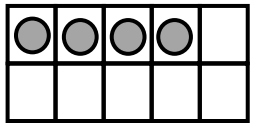
Directions: *Calculate the number of dots to needed to "Make 10" or sum to 10.*

A.) 

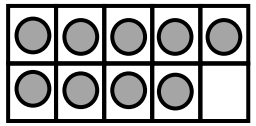
3 + ☐ = 10

B.) 

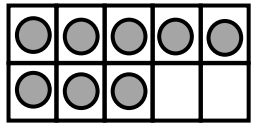
6 + ☐ = 10

C.) 

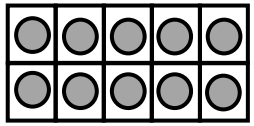
4 + ☐ = 10

D.) 

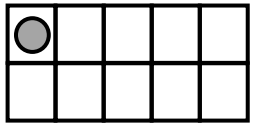
9 + ☐ = 10

E.) 

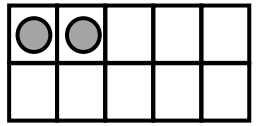
8 + ☐ = 10

F.) 

10 + ☐ = 10

G.) 

1 + ☐ = 10

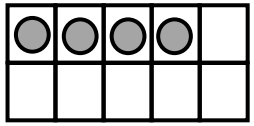
H.) 

2 + ☐ = 10

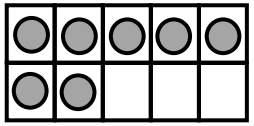
Making 10 with Dots – P1

Answer Key *Use for Addition – Developing Numeracy Sense – Base 10* **Answer Key**

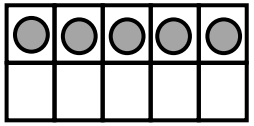
Directions: *Calculate the number of dots to needed to "Make 10" or sum to 10.*

A.) 

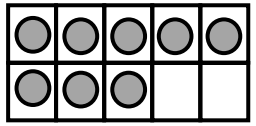
4 + 6 = 10

B.) 

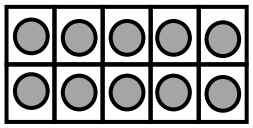
7 + 3 = 10

C.) 

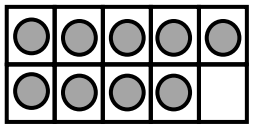
5 + 5 = 10

D.) 

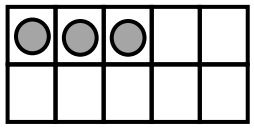
8 + 2 = 10

E.) 

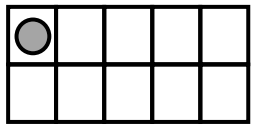
10 + 0 = 10

F.) 

9 + 1 = 10

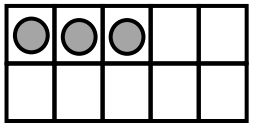
G.) 

3 + 7 = 10

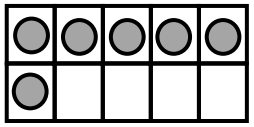
H.) 

1 + 9 = 10

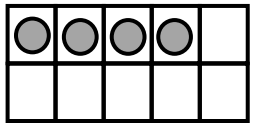
Directions: *Calculate the number of dots to needed to "Make 10" or sum to 10.*

A.) 

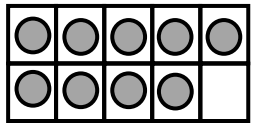
3 + 7 = 10

B.) 

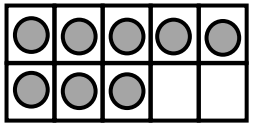
6 + 4 = 10

C.) 

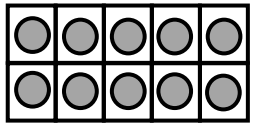
4 + 6 = 10

D.) 

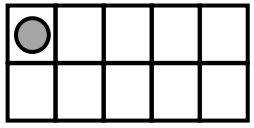
9 + 1 = 10

E.) 

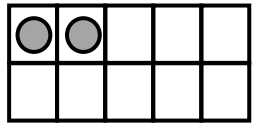
8 + 2 = 10

F.) 

10 + 0 = 10

G.) 

1 + 9 = 10

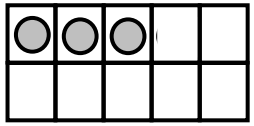
H.) 

2 + 8 = 10

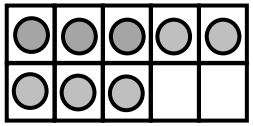
Making 10 with Dots – P2

Use for Addition – Developing Numeracy Sense – Base 10

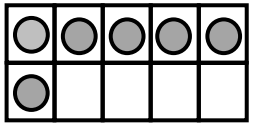
Directions: *Calculate the number of dots to needed to "Make 10" or sum to 10.*

A.) 

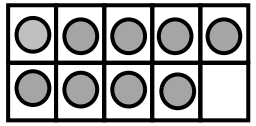
3 + 7 = 10

B.) 

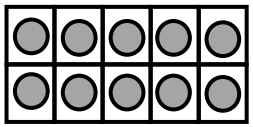
8 + ☐ = 10

C.) 

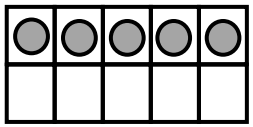
6 + ☐ = 10

D.) 

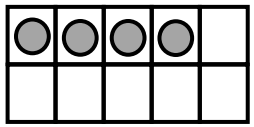
9 + ☐ = 10

E.) 

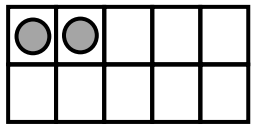
10 + ☐ = 10

F.) 

5 + ☐ = 10

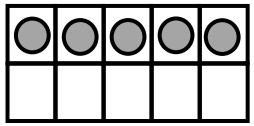
G.) 

4 + ☐ = 10

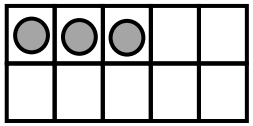
H.) 

2 + ☐ = 10

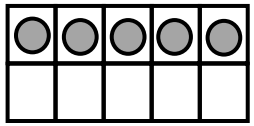
Directions: *Calculate the number of dots to needed to "Make 10" or sum to 10.*

A.) 

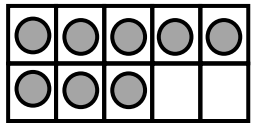
5 + ☐ = 10

B.) 

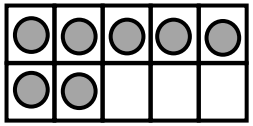
3 + ☐ = 10

C.) 

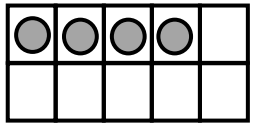
5 + ☐ = 10

D.) 

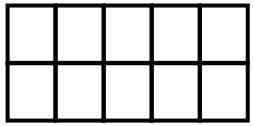
8 + ☐ = 10

E.) 

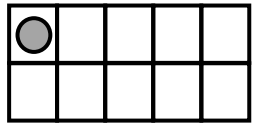
7 + ☐ = 10

F.) 

4 + ☐ = 10

G.) 

0 + ☐ = 10

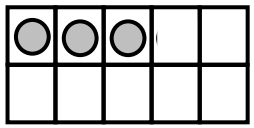
H.) 

1 + ☐ = 10

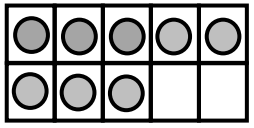
Making 10 with Dots – P2

Use for Addition – Developing Numeracy Sense – Base 10

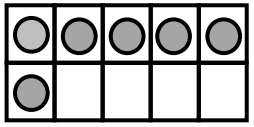
Directions: *Calculate the number of dots to needed to "Make 10" or sum to 10.*

A.) 

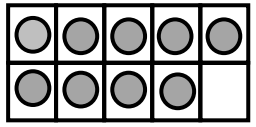
3 + 7 = 10

B.) 

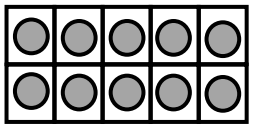
8 + 2 = 10

C.) 

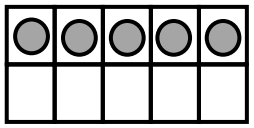
6 + 4 = 10

D.) 

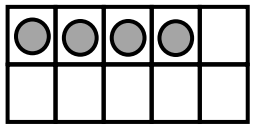
9 + 1 = 10

E.) 

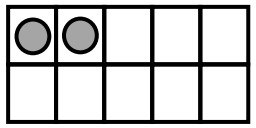
10 + 0 = 10

F.) 

5 + 5 = 10

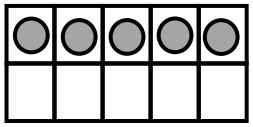
G.) 

4 + 6 = 10

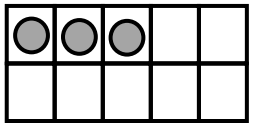
H.) 

2 + 8 = 10

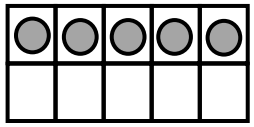
Directions: *Calculate the number of dots to needed to "Make 10" or sum to 10.*

A.) 

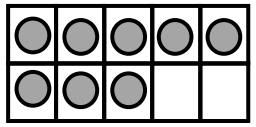
5 + 5 = 10

B.) 

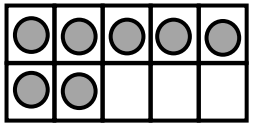
3 + 7 = 10

C.) 

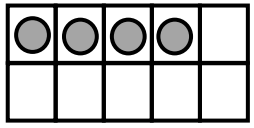
5 + 5 = 10

D.) 

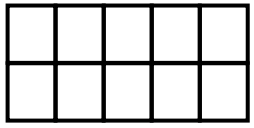
8 + 2 = 10

E.) 

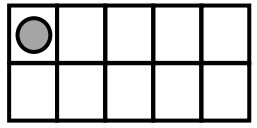
7 + 3 = 10

F.) 

4 + 6 = 10

G.) 

0 + 10 = 10

H.) 

1 + 9 = 10

Making 10 – Level A - P1

Making 10 Directions: **Fill in each box so the two numbers SUM to a total of 10.**

1.) $3 + \boxed{7} = 10$

2.) $\boxed{9} + 1 = 10$

3.) $2 + \square = 10$

4.) $5 + \square = 10$

5.) $10 + \square = 10$

6.) $7 + \square = 10$

7.) $\square + 9 = 10$

8.) $\square + 6 = 10$

9.) $2 + \square = 10$

10.) $10 + \square = 10$

11.) $7 + \square = 10$

12.) $\square + 9 = 10$

13.) $\square + 2 = 10$

14.) $\square + 6 = 10$

15.) $5 + \square = 10$

16.) $3 + \square = 10$

17.) $2 + \square = 10$

18.) $\square + 9 = 10$

Making 10 – Level A - P1

Making 10 Directions: **Fill in each box so the two numbers SUM to a total of 10.**

1.) 3 + 7 = 10

2.) 9 + 1 = 10

3.) 2 + 8 = 10

4.) 5 + 5 = 10

5.) 10 + 0 = 10

6.) 7 + 3 = 10

7.) 1 + 9 = 10

8.) 4 + 6 = 10

9.) 2 + 8 = 10

10.) 10 + 0 = 10

11.) 7 + 3 = 10

12.) 1 + 9 = 10

13.) 8 + 2 = 10

14.) 4 + 6 = 10

15.) ★ 5 + 5 = 10

16.) 3 + 7 = 10

17.) 2 + 8 = 10

18.) 1 + 9 = 10

Making 10 – Level A - P2

Making 10 Directions: **Fill in each box so the two numbers SUM to a total of 10.**

1.) $6 + \boxed{4} = 10$

2.) $\boxed{1} + 9 = 10$

3.) $4 + \square = 10$

4.) $8 + \square = 10$

5.) $10 + \square = 10$

6.) $6 + \square = 10$

7.) $\square + 5 = 10$

8.) $\square + 7 = 10$

9.) $8 + \square = 10$

10.) $10 + \square = 10$

11.) $7 + \square = 10$

12.) $\square + 1 = 10$

13.) $\square + 8 = 10$

14.) $\square + 4 = 10$

15.) $5 + \square = 10$

16.) $7 + \square = 10$

17.) $8 + \square = 10$

18.) $\square + 6 = 10$

Making 10 – Level A - P2

Making 10 Directions: **Fill in each box so the two numbers SUM to a total of 10.**

1.) 6 + 4 = 10

2.) 1 + 9 = 10

3.) 4 + 6 = 10

4.) 8 + 2 = 10

5.) 10 + 0 = 10

6.) 6 + 4 = 10

7.) 5 + 5 = 10

8.) 3 + 7 = 10

9.) 8 + 2 = 10

10.) 10 + 0 = 10

11.) 7 + 3 = 10

12.) 9 + 1 = 10

13.) 2 + 8 = 10

14.) 6 + 4 = 10

15.) ★ 5 + 5 = 10

16.) 7 + 3 = 10

17.) 8 + 2 = 10

18.) 4 + 6 = 10

Making 10 – Level A - P3

Making 10 Directions: **Fill in each box so the two numbers SUM to a total of 10.**

1.) $5 + \boxed{5} = 10$

2.) $\boxed{1} + 9 = 10$

3.) $3 + \boxed{} = 10$

4.) $9 + \boxed{} = 10$

5.) $0 + \boxed{} = 10$

6.) $10 + \boxed{} = 10$

7.) $\boxed{} + 3 = 10$

8.) $\boxed{} + 5 = 10$

9.) $6 + \boxed{} = 10$

10.) $10 + \boxed{} = 10$

11.) $3 + \boxed{} = 10$

12.) $\boxed{} + 2 = 10$

13.) $\boxed{} + 9 = 10$

14.) $\boxed{} + 8 = 10$

15.) $5 + \boxed{} = 10$

16.) $3 + \boxed{} = 10$

17.) $2 + \boxed{} = 10$

18.) $\boxed{} + 6 = 10$

Making 10 – Level A - P3

Making 10 Directions: **Fill in each box so the two numbers SUM to a total of 10.**

1.) $5 + \boxed{5} = 10$

2.) $\boxed{1} + 9 = 10$

3.) $3 + \boxed{7} = 10$

4.) $9 + \boxed{1} = 10$

5.) $0 + \boxed{10} = 10$

6.) $10 + \boxed{0} = 10$

7.) $\boxed{7} + 3 = 10$

8.) $\boxed{5} + 5 = 10$

9.) $6 + \boxed{4} = 10$

10.) $10 + \boxed{0} = 10$

11.) $3 + \boxed{7} = 10$

12.) $\boxed{8} + 2 = 10$

13.) $\boxed{1} + 9 = 10$

14.) $\boxed{2} + 8 = 10$

15.) ★ $5 + \boxed{5} = 10$

16.) $3 + \boxed{7} = 10$

17.) $2 + \boxed{8} = 10$

18.) $\boxed{4} + 6 = 10$

Making 10 – Level B - P1

Making 10 Directions: **Fill in each box so the two numbers SUM to a total of 10.**

10	*0*
5	*5*
8	*2*
4	*6*
2	
5	
3	
1	
8	
0	

8	
4	
3	
5	
2	
4	
9	
3	
7	
4	

7	
6	
8	
2	
5	
0	
8	
2	
5	
3	

6	
7	
5	
4	
10	
9	
2	
6	
3	
8	

Making 10 – Level B - P1

Making 10 Directions: **Fill in each box so the two numbers SUM to a total of 10.**

10	*0*
5	*5*
8	*2*
4	*6*
2	8
5	5
3	7
1	9
8	2
0	10

8	2
4	6
3	7
5	5
2	8
4	6
9	1
3	7
7	3
4	6

7	3
6	4
8	2
2	8
5	5
0	10
8	2
2	8
5	5
3	7

★

6	4
7	3
5	5
4	6
10	0
9	1
2	8
6	4
3	7
8	2

Making 10 – Level B - P2

Making 10 Directions: **Fill in each box so the two numbers SUM to a total of 10.**

0	*10*
3	*7*
8	*2*
4	*6*
6	
2	
10	
3	
5	
1	

7	
5	
2	
8	
1	
3	
0	
4	
6	
5	

6	
4	
9	
2	
5	
1	
8	
2	
0	
2	

2	
7	
1	
3	
9	
2	
0	
5	
9	
3	

Making 10 – Level B - P2

Making 10 Directions: **Fill in each box so the two numbers SUM to a total of 10.**

0	*10*
3	*7*
8	*2*
4	*6*
6	4
2	8
10	0
3	7
5	5
1	9

7	3
5	5
2	8
8	2
1	9
3	7
0	10
4	6
6	4
5	5

6	4
4	6
9	1
2	8
5	5
1	9
8	2
2	8
0	10
2	8

★

2	8
7	3
1	9
3	7
9	1
2	8
0	10
5	5
9	1
3	7

Second (2nd) Grade Resources

Video (free download) at www.thenew3rseducationconsulting.com

2 Grade - Making 10 – Level 1

	0
2	*8*
6	*4*
7	*3*
1	
5	
4	
3	
2	
1	
2	
1	
5	
0	
2	
4	
7	

7	
0	
3	
5	
2	
1	
9	
3	
7	
4	
3	
1	
9	
4	
5	
6	
9	

1	
6	
2	
5	
1	
8	
2	
0	
3	
5	
3	
7	
2	
6	
4	
8	

4	
7	
1	
4	
10	
9	
2	
6	
3	
8	
5	
1	
7	
2	
9	
2	
4	

2 Grade - Making 10 – Level 1

	0
2	8
6	4
7	3
1	9
5	5
4	6
3	7
2	8
1	9
2	8
1	9
5	5
0	10
2	8
4	6
7	3

7	3
0	__
3	7
5	5
2	8
1	9
9	1
3	7
7	3
4	6
3	7
1	9
9	1
4	6
5	5
6	4
9	1

1	9
6	4
	0
2	8
5	5
1	9
8	2
2	8
0	__
3	7
5	5
3	7
7	3
2	8
6	4
4	6
8	2

4	6
7	3
1	9
4	6
10	0
9	1
2	8
6	4★
3	7
8	2
5	5
1	9
7	3
2	8
9	1
2	8
4	6

2 Grade - Making 10 – Level 1

	0
6	*4*
8	*2*
3	*7*
6	
5	
2	
3	
2	
1	
0	
2	
8	
5	
9	
2	
5	

8	
5	
2	
8	
1	
9	
0	
4	
6	
5	
8	
0	
3	
9	
2	
4	
6	

1	
4	
7	
2	
5	
1	
8	
2	
0	
3	
5	
7	
6	
2	
6	
4	
8	

4	
7	
1	
3	
9	
1	
0	
2	
9	
3	
1	
5	
6	
1	
2	
3	
6	

2 Grade - Making 10 – Level 1

	0
6	*4*
8	*2*
3	*7*
6	4
5	5
2	8
3	7
2	8
1	9
0	___
2	8
8	2
5	5
9	1
2	8
5	5

8	2
5	5
2	8
8	2
1	9
9	1
0	___
4	6
6	4
5	5
8	2
0	___
3	7
9	1
2	8
4	6
6	4

1	9
4	6
7	3
2	8
5	5
1	9
8	2
2	8
0	___
3	7
5	5
7	3
6	4
2	8
6	4
4	6
8	2

4	6
7	3
1	9
3	7
9	1
1	9
0	___
2	8 ★
9	1
3	7
1	9
5	5
6	4
1	9
2	8
3	7
6	4

Making 100 – Level A - P1

Making 100 Directions: **Fill in each box so the two numbers SUM to 100.**

0	*100*
90	*10*
30	*70*
10	*90*
60	
20	
50	
30	
80	
10	
20	
40	
50	
0	
20	
10	
50	

10	
40	
30	
50	
20	
10	
90	
30	
70	
40	
30	
10	
90	
40	
50	
60	
10	

50	
70	
0	
20	
50	
10	
80	
20	
0	
30	
50	
30	
70	
20	
60	
20	
0	

60	
80	
10	
40	
100	
90	
20	
60	
30	
80	
50	
10	
70	
20	
90	
20	
40	

Making 100 – Level A - P1

Making 100 Directions: **Fill in each box so the two numbers SUM to 100.**

0	*100*
90	*10*
30	*70*
10	*90*
60	40
20	80
50	50
30	70
80	20
10	90
20	80
40	60
50	50
0	100
20	80
10	90
50	50

10	90
40	60
30	70
50	50
20	80
10	90
90	10
30	70
70	30
40	60
30	70
10	90
90	10
40	60
50	50
10	90

50	50
70	30
0	100
20	80
50	50
10	90
80	20
20	80
0	100
30	70
50	50
30	70
70	30
20	80
60	40
20	80
0	100

60	40
80	20
10	90
40	60
100	0
90	10
20	80
60	40★
30	70
80	20
50	50
10	90
70	30
20	80
90	10
20	80
40	60

Making 100 – Level A - P2

Making 100 Directions: **Fill in each box so the two numbers SUM to 100.**

100	*0*
70	*30*
20	*80*
10	*90*
60	
30	
40	
0	
20	
50	
100	
20	
80	
50	
90	
0	
80	

40	
50	
20	
80	
10	
90	
0	
40	
60	
30	
80	
0	
30	
90	
20	
40	
30	

20	
40	
70	
20	
50	
10	
80	
20	
0	
90	
50	
70	
60	
20	
50	
80	

50	
70	
10	
30	
90	
10	
0	
20	
90	
30	
10	
50	
60	
10	
20	
30	
90	

Making 100 – Level A - P2

Making 100 Directions: **Fill in each box so the two numbers SUM to 100.**

100	*0*
70	*30*
20	*80*
10	*90*
60	40
30	70
40	60
0	100
20	80
50	50
100	0
20	80
80	20
50	50
90	10
0	100
80	20

40	60
50	50
20	80
80	20
10	90
90	10
0	100
40	60
60	40
30	70
80	20
0	100
30	70
90	10
20	80
40	60
30	70

20	80
40	60
70	30
20	80
50	50
10	90
20	80
60	40
90	10
0	100
90	10
50	50
70	30
60	40
20	80
60	40
50	50
80	20

50	50
70	30
10	90
30	70
90	10
10	90
0	100
20	80★
90	10
30	70
10	90
50	50
60	40
10	90
20	80
30	70
90	10

Third thru Sixth (3^{rd} – 6^{th}) Grade

Video (free download) at www.thenew3rseducationconsulting.com

Making 10 – P1

Directions: **Fill in each box so the two numbers SUM to 10**.

10	***0***
9	***1***
4	***6***
7	***3***
6	
2	
4	
3	
9	
1	
0	
3	
6	
9	
1	
5	
8	
2	
1	
5	
0	
2	
4	
7	

8	
4	
3	
5	
2	
1	
9	
3	
7	
4	
5	
2	
6	
8	
0	
2	
7	
3	
1	
9	
4	
5	
6	
9	

7	
6	
8	
2	
5	
1	
8	
2	
0	
3	
5	
7	
6	
4	
8	
1	
0	
5	
3	
7	
2	
6	
4	
8	

6	
7	
1	
4	
10	
9	
2	
6	
3	
8	
1	
7	
5	
2	
0	
8	
2	
5	
1	
7	
2	
9	
2	
4	

Making 10 – P1

Directions: **Fill in each box so the two numbers SUM to 10.**

10	*0*
9	*1*
4	*6*
7	*3*
6	4
2	8
4	6
3	7
9	1
1	9
0	10
3	7
6	4
9	1
1	9
5	5
8	2
2	8
1	9
5	5
0	10
2	8
4	6
7	3

8	2
4	6
3	7
5	5
2	8
1	9
9	1
3	7
7	3
4	6
5	5
2	8
6	4
8	2
0	10
2	8
7	3
3	7
1	9
9	1
4	6
5	5
6	4
9	1

7	3
6	4
8	2
2	8
5	5
1	9
8	2
2	8
0	10
3	7
5	5
7	3
6	4
4	6
8	2
1	9
0	10
5	5
3	7
7	3
2	8
6	4
4	6
8	2

6	4
7	3
1	9
4	6
10	0
9	1
2	8
6	4
3	7
8	2
1	9
7	3
5	5
2	8
0	10
8	2
2	8
5	5
1	9
7	3
2	8
9	1
2	8
4	6★

Making 10 – P2

_____ **Fill in each box so the two numbers SUM to 10**.

10	***0***
9	***1***
0	***10***
7	***3***
1	
5	
4	
8	
2	
1	
0	
2	
8	
5	
7	
0	
1	
3	
2	
7	
5	
9	
2	
5	

4	
7	
2	
3	
1	
9	
0	
4	
6	
5	
8	
0	
3	
5	
2	
1	
9	
5	
2	
1	
9	
2	
4	
6	

4	
6	
7	
2	
5	
1	
8	
2	
0	
3	
5	
7	
6	
4	
8	
1	
0	
5	
3	
7	
2	
6	
4	
8	

6	
7	
1	
3	
9	
1	
0	
2	
9	
3	
1	
5	
6	
7	
3	
4	
9	
6	
1	
8	
1	
2	
3	
6	

Making 10 –P2

_____ **Fill in each box so the two numbers SUM to 10.**

10	*0*
9	*1*
0	*10*
7	*3*
1	9
5	5
4	6
8	2
2	8
1	9
0	10
2	8
8	2
5	5
7	3
0	10
1	9
3	7
2	8
7	3
5	5
9	1
2	8
5	5

4	6
7	3
2	8
3	7
1	9
9	1
0	10
4	6
6	4
5	5
8	2
0	10
3	7
5	5
2	8
1	9
9	1
5	5
2	8
1	9
9	1
2	8
4	6
6	4

4	6
6	4
7	3
2	8
5	5
1	9
8	2
2	8
0	10
3	7
5	5
7	3
6	4
4	6
8	2
1	9
0	10
5	5
3	7
7	3
2	8
6	4
4	6
8	2

6	4
7	3
1	9
3	7
9	1
1	9
0	10
2	8
9	1
3	7
1	9
5	5
6	4
7	3
3	7
4	6
9	1
6	4
1	9
8	2
1	9
2	8
3	7
6	4★

– Level A

_____ **Fill in each box so the two numbers SUM to a total of 100**.

100	***0***
90	***10***
80	***20***
70	***30***
60	
50	
40	
30	
20	
10	
0	
30	
60	
90	
10	
50	
80	
20	
10	
50	
0	
20	
40	
70	

80	
40	
30	
50	
20	
10	
90	
30	
70	
40	
50	
20	
60	
80	
0	
20	
70	
30	
10	
90	
40	
50	
60	
90	

70	
60	
80	
20	
50	
10	
80	
20	
0	
30	
50	
70	
60	
40	
80	
10	
0	
50	
30	
70	
20	
60	
40	
80	

60	
70	
10	
40	
100	
90	
20	
60	
30	
80	
10	
70	
50	
20	
0	
80	
20	
50	
10	
70	
20	
90	
20	
40	

ng 100 – Level A

_____ **Fill in each box so the two numbers SUM to a total of 100.**

100	*0*
90	*10*
80	*20*
70	*30*
60	40
50	50
40	60
30	70
20	80
10	90
0	100
30	70
60	40
90	10
10	90
50	50
80	20
20	80
10	90
50	50
0	100
20	80
40	60
70	30

80	20
40	60
30	70
50	50
20	80
10	90
90	10
30	70
70	30
40	60
50	50
20	80
60	40
80	20
0	100
20	80
70	30
30	70
10	90
90	10
40	60
50	50
60	40
90	10

70	30
60	40
80	20
20	80
50	50
10	90
80	20
20	80
0	100
30	70
50	50
70	30
60	40
40	60
80	20
10	90
0	100
50	50
30	70
70	30
20	80
60	40
40	60
80	20

60	40
70	30
10	90
40	60
100	0
90	10
20	80 ★
60	40
30	70
80	20
10	90
70	30
50	50
20	80
0	100
80	20
20	80
50	50
10	90
70	30
20	80
90	10
20	80
40	60

Making 100 – Level B

Directions: **Fill in each box so the two numbers SUM to a total of 100**.

Hint: **Add up.** Example: ***55*** → 55 to 60 = **5** → 60 to 100 = **40** ⟶ Therefore, **5** __ __

100	*0*
85	*15*
70	*30*
95	*5*
60	
55	
45	
35	
25	
10	
0	
35	
65	
95	
15	
55	
80	
25	
15	
5	
0	
25	
40	

95	
40	
35	
55	
25	
15	
90	
5	
75	
40	
55	
25	
65	
85	
0	
25	
70	
35	
5	
10	
45	
50	
65	

70	
65	
85	
5	
50	
15	
85	
25	
0	
30	
55	
75	
65	
45	
85	
15	
0	
5	
35	
75	
25	
65	
45	

5	
70	
15	
45	
100	
95	
20	
65	
35	
85	
15	
10	
55	
25	
0	
85	
25	
50	
15	
75	
25	
90	
25	

Making 100 – Level B

Directions: **Fill in each box so the two numbers SUM to a total of 100.**

Hint: **Add up.** Example: *55* → 55 to 60 = **5** → 60 to 100 = **40** ⟶ Therefore, **5** __ __

100	*0*
85	*15*
70	*30*
95	*5*
60	40
55	45
45	55
35	65
25	75
10	90
0	100
35	65
65	35
95	5
15	85
55	45
80	20
25	75
15	85
5	95
0	100
25	75
40	60

95	5
40	60
35	65
55	45
25	75
15	85
90	10
5	95
75	25
40	60
55	45
25	75
65	35
85	15
0	100
25	75
70	30
35	65
5	95
10	90
45	55
50	50
65	35

70	30
65	35
85	15
5	95
50	50
15	85
85	15
25	75
0	100
30	70
55	45
75	25
65	35
45	55
85	15
0	100
15	85
5	95
35	65
75	25
25	75 ★
65	35
45	55

5	95
70	30
15	85
45	55
100	0
95	5
20	80
65	35
35	65
85	15
15	85
10	90
55	45
25	75
0	100
85	15
25	75
50	50
15	85
75	25
25	75
90	10
25	75

Making 100 – Level C

Making 100-C Directions: **Fill in each box so the two numbers SUM to a total of 100**.

Hint: **Add up.** Example: ***24*** → 24 to 30 = **6** → 30 to 100 = **70** ⟶ Therefore, **6** **0**

100	***0***
88	***12***
70	***30***
94	***6***
64	
49	
45	
35	
22	
10	
0	
37	
61	
99	
15	
59	
80	
29	
9	
3	
0	
25	
40	

92	
42	
33	
17	
25	
15	
90	
3	
78	
41	
54	
25	
65	
66	
0	
25	
70	
77	
1	
11	
48	
50	
32	

70	
69	
88	
6	
50	
11	
84	
22	
0	
31	
53	
79	
61	
59	
80	
20	
0	
5	
39	
73	
25	
78	
46	

46	
70	
19	
43	
100	
87	
20	
65	
35	
72	
11	
10	
5	
27	
0	
85	
25	
50	
19	
79	
25	
90	
25	

Making 100 – Level C

Making 100-C Directions: **Fill in each box so the two numbers SUM to a total of 100.**

Hint: **Add up.** Example: ***24*** → 24 to 30 = **6** → 30 to 100 = **70** ⟶ Therefore, **6** **0**

100	*0*
88	*12*
70	*30*
94	*6*
64	36
49	51
45	55
35	65
22	78
10	90
0	100
37	63
61	39
99	1
15	85
59	41
80	20
29	71
9	91
3	97
0	100
25	75
40	60

92	8
42	58
33	67
17	83
25	75
15	85
90	10
3	97
78	22
41	59
54	46
25	75
65	35
66	34
0	100
25	75
70	30
77	23
1	99
11	89
48	52
50	50
32	68

70	30
69	31
88	12
6	94
50	50
11	89
84	16
22	78
0	100★
31	69
53	57
79	21
61	39
59	41
80	20
20	80
0	100
5	95
39	61
73	27
25	75
78	22
46	54

46	54
70	30
19	81
43	57
100	0
87	13
20	80
65	35
35	65
72	28
11	89
10	90
5	95
27	73
0	100
85	15
25	75
50	50
19	81
79	21
25	75
90	10
25	75

Making 1,000 – Level A

Making 1000-A Directions: **Fill in each box so the two numbers SUM to a total of 1000**.

1,000	*0*
700	*300*
800	*200*
200	*800*
600	
100	
500	
300	
0	
100	
900	
300	
600	
900	
100	
500	
800	
200	
100	
500	
0	
200	
400	
700	

100	
400	
300	
500	
200	
100	
900	
300	
700	
400	
500	
200	
600	
800	
0	
200	
700	
300	
100	
900	
400	
500	
600	
900	

700	
600	
800	
200	
500	
100	
800	
200	
0	
300	
500	
700	
600	
400	
800	
100	
0	
500	
300	
700	
200	
600	
400	
800	

600	
700	
100	
400	
1,000	
900	
200	
600	
300	
800	
100	
700	
500	
200	
0	
800	
200	
500	
100	
700	
200	
900	
200	
400	

Making 1,000 – Level A

Making 1000-A Directions: **Fill in each box so the two numbers SUM to a total of 1000.**

1,000	*0*
700	*300*
800	*200*
200	*800*
600	400
100	900
500	500
300	700
0	1,000
100	900
900	100
300	700
600	400
900	100
100	900
500	500
800	200
200	800
100	900
500	500
0	1,000
200	800
400	600
700	300

100	900
400	600
300	700
500	500
200	800
100	900
900	100
300	700
700	300
400	600
500	500
200	800
600	400
800	200
0	1,000
200	800
700	300
300	700
100	900
900	100
400	600
500	500
600	400

700	300
600	400
800	200
200	800
500	500
100	900
800	200
200	800
0	1,000
300	700
500	500
700	300
600	400
400	600
800	200
100	900
0	1,000
500	500
300	700
700	300
200	800
600	400
400	600
800	200 ★

600	400
700	300
100	900
400	600
1,000	0
900	100
200	800
600	400
300	700
800	200
100	900
700	300
500	500
200	800
0	1,000
800	200
200	800
500	500
100	900
700	300
200	800
900	100
200	800
400	600

Making 1,000 – Level B

<u>Making 1,000-B Directions:</u> Fill in each box so the two numbers SUM to a total of 1,000.
Add up. Example: ***250*** → 250 to 300 = **<u>50</u>** → 300 to 1,000 = **<u>700</u>** ⟶ Therefore, **<u>50</u>** **<u>0</u>** ___

850	***150***
500	***500***
50	***950***
250	***750***
650	
550	
400	
350	
250	
150	
0	
350	
650	
950	
150	
550	
850	
250	
150	
550	
50	
1,000	
450	

150	
400	
350	
550	
250	
100	
950	
50	
750	
450	
500	
1,000	
650	
850	
0	
250	
750	
350	
100	
950	
450	
550	
650	

750	
600	
850	
50	
550	
1 00	
850	
250	
0	
350	
550	
750	
700	
50	
850	
150	
0	
550	
350	
750	
250	
650	
400	

600	
50	
150	
450	
1,000	
950	
250	
650	
300	
950	
150	
750	
550	
250	
0	
850	
250	
550	
150	
100	
250	
900	
250	

Making 1,000 – Level B

Making 1,000-B Directions: **Fill in each box so the two numbers SUM to a total of 1,000.**
Add up. Example: ***250*** → 250 to 300 = **50** → 300 to 1,000 = **700** ⟶ Therefore, **50** **0** ___

850	*150*
500	*500*
50	*950*
250	*750*
650	350
550	450
400	600
350	650
250	750
150	850
0	1,000
350	650
650	350
950	50
150	850
550	450
850	150
250	750
150	850
550	450
50	950
1,000	0
450	600

150	850
400	600
350	650
550	450
250	750
100	900
950	50
50	950
750	250
450	350
500	500
1,000	0
650	350
850	150
0	1,000
250	750
750	250
350	650
100	900
950	50
450	350
550	400
650	350

750	250
600	400
850	150
50	950
550	450
1 00	0★
850	150
250	750
0	1,000
350	650
550	450
750	250
700	300
50	950
850	150
150	850
0	1,000
550	450
350	650
750	250
250	750
650	350
400	600

600	400
50	950
150	850
450	350
1,000	0
950	50
250	750
650	350
300	700
950	50
150	850
750	250
550	450
250	750
0	1,000
850	150
250	750
550	450
150	850
100	900
250	750
900	100
250	750

Making 10,000 – Level A

0,000-A Directions: **Fill in each box so the two numbers SUM to a total of 10,000.**

8,000	*2,000*
00	*0*
2 00	*8 00*
9 00	*1 00*
3	
4	
7	
2	
1	
0	
3	
7	
5	
3	
8	
9	
1	
6	
2	
8	
7	
5	
4	
6	

1	
4,000	
000	
1 00	
5 00	
7 00	
8 00	
2 00	
6 00	
10,000	
4 00	
1 00	
6 00	
7 00	
3 00	
0	
8 00	
3 00	
7 00	
9 00	
3 00	
7 00	
4 00	
5 00	
8 00	

5 00	
7 00	
8 00	
9 00	
4 00	
1 00	
10,000	
2 00	
0	
2 00	
4 00	
7 00	
5 00	
3 00	
1 00	
6 00	
0	
8 00	
2 00	
5 00	
1 00	
2 00	
3 00	
7 00	

6	
7 00	
9 00	
1 00	
10,000	
8 00	
2 00	
5 00	
4 00	
7 00	
1 00	
6 00	
7 00	
9 00	
0	
8 00	
3 00	
4 00	
6 00	
5 00	
3 00	
8 00	
7 00	
3 00	

Making 10,000 – Level A

0,000-A Directions: **Fill in each box so the two numbers SUM to a total of 10,000.**

8,000	*2,000*
00	*0*
2 00	*8 00*
9 00	*1 00*
3	7
4	6
7	3
2	8
1	9
0	10
3	7,0
7	3
5	5
3	7
8	2
9	1
1	9
6	4
2	8
8	2
7	3
5	4
4	6
6	4 00

1	9 00
4,000	6
000	7
1 00	9
5 00	5
7 00	3
8 00	2
2 00	8
6 00	4
10,000	0
4 00	6
1 00	9
7 00	3
6 00	4
3 00	7
0	10,000
8 00	2
3 00	7
7 00	3
9 00	1
3 00	7
7 00	3
4 00	6
5 00	5
8 00	2

5 00	5
7 00	3
8 00	2
9 00	1
4 00	6
1 00	9
10,000	0
2 00	8
0	10,000
2 00	8
4 00	6
7 00	3
5 00	5
3 00	7
1 00	9
6 00	4
0	10,000
8 00	2
2 00	8
5 00	5
1 00	9
2 00	8
3 00	7
7 00	3

6	4
7 00	3
9 00	1
1 00	9
10,000	0
8 00	2
2 00	8
5 00	5
4 00	6
7 00	3
1 00	9
6 00	4
7 00	3
9 00	1
0	10,000
8 00	2
3 00	7,000
4 00	6
6 00	4
5 00	5
3 00	7
8 00	2
7 00	3
3 00	★7

Making 10,000 – Level B

-B Directions: Fill in each box so the two numbers SUM to a total of 10,000.

Add up. Ex: ***3,500*** → 3,500 to 4,000 = **500** → 4,000 to 10,000 = **6,000** ⟶ So, **500** ____ ____

8,000	***2,000***
8 00	***1,500***
5 00	***4,500***
3 00	***7 00***
3	
5	
9,5	
10	
2	
0	
1	
5	
6	
7	
5	
2	
8	
7	
3	
9	
5	
1	
4	

1	
500	
8,500	
2 00	
5 00	
7 00	
9 00	
8 00	
7 00	
10,000	
3 00	
5 00	
2,000	
1 00	
8 00	
0	
4 00	
9 00	
6 00	
5 00	
9 00	
3 00	

4 00	
7 00	
9 00	
1 00	
5 00	
2 00	
10,000	
3 00	
0	
1 00	
5 00	
500	
6 00	
4 00	
2 00	
7 00	
0	
9 00	
3 00	
6 00	
2 00	
1 00	
500	

3	
8 00	
500	
2 00	
10,000	
9 00	
3 00	
6 00	
5 00	
8 00	
1 00	
500	
6 00	
9,500	
0	
7,500	
2 00	
5 00	
1 00	
7 00	
4 00	
9 00	
2 00	

Making 10,000 – Level B

-B Directions: Fill in each box so the two numbers SUM to a total of 10,000.

Add up. Ex: ***3,500*** → 3,500 to 4,000 = **500** → 4,000 to 10,000 = **6,000** → So, **500** ____ ____

8,000	*2,000*
8 00	*1,500*
5 00	*4,500*
3 00	*7 00*
3	6
5	9
9,5	5
10	0
2	7
0	10
1	8,5
5	5
6	3
7	2
5	9,5
2	7
8	1
7	3
3	6,5
9	1
5	4
1	9
4	4,5

1	8 00
500	9,5
8,500	1
2 00	7,5
5 00	4
7 00	2,5
9 00	1
8 00	1
7 00	2,5
10,000	0
3 00	6
2,000	8
1 00	8
8 00	1,5
0	10,000
4 00	5
9 00	5
6 00	3
1 00	8,5
4 00	6
9 00	5
5 00	5
3 00	6

4 00	6 ★
7 00	2
9 00	5
1 00	9,0
5 00	4,5
2 00	7,5
10,000	0
3 00	6,5
0	10,000
1 00	8,5
5 00	4,5
500	9,5
6 00	3,5
4 00	5,5
2 00	7,5
7 00	3
0	10,000
9 00	5
3 00	6,5
6 00	3,5
2 00	8
1 00	8,5
500	9,5

3	6
8 00	1,5
500	9
2 00	7,5
10,000	0
9 00	5
3 00	6,5
6 00	3,5
5 00	5
8 00	1,5
1 00	8,5
500	9,5
6 00	3,5
9,500	5
0	10,000
7,500	2
2 00	8,000
5 00	4,5
1 00	8,5
7 00	2,5
4 00	5,5
9 00	1
2 00	7,5

Making 1 Whole – Level A

Directions: **Fill in each box so the two numbers SUM to a total of 1.00**.

1.00	***0***
0.90	***0.10***
0.80	***0.20***
0.70	***0.30***
0.40	
0.20	
0.70	
0.30	
1.00	
0.90	
0.50	
0.40	
0.60	
0.80	
0.10	
0.90	
0	
0.50	
0.70	
0.60	
0.40	
0.90	
0.80	
0.70	

0.80	
0.40	
0.30	
0.50	
0.20	
0.10	
0.90	
0.30	
0.70	
0.40	
0.50	
0.20	
0.60	
0.80	
0	
0.20	
0.70	
0.30	
1.00	
0.90	
0.40	
0.50	
0.60	
0.90	

0.70	
0.60	
0.80	
0.20	
0.50	
0.10	
0.80	
0.20	
0	
0.30	
0.50	
0.70	
0.60	
0.40	
0.80	
0.10	
1.00	
0.50	
0.30	
0.70	
0.20	
0.60	
0.40	
0.80	

0.60	
0.70	
0.10	
0.40	
1.00	
0.90	
0.20	
0.60	
0.30	
0.80	
0.10	
0.70	
0.50	
0.20	
0	
0.80	
0.20	
0.50	
0.10	
0.70	
0.20	
0.90	
0.20	
0.40	

Making 1 Whole – Level A

Directions: Fill in each box so the two numbers SUM to a total of 1.00.

1.00	*0*
0.90	*0.10*
0.80	*0.20*
0.70	*0.30*
0.40	0.60
0.20	0.80
0.70	0.30
0.30	0.70
1.00	0
0.90	0.10
0.50	0.50
0.40	0.60
0.60	0.40
0.80	0.20
0.10	0.90
0.90	0.10
0	1.00
0.50	0.50
0.70	0.30
0.60	0.40
0.40	0.60
0.90	0.10
0.80	0.20
0.70	0.30

0.80	0.20
0.40	0.60
0.30	0.70
0.50	0.50
0.20	0.80
0.10	0.90
0.90	0.10
0.30	0.70
0.70	0.30
0.40	0.60
0.50	0.50
0.20	0.80
0.60	0.40
0.80	0.20
0	1 0
0.20	0.80
0.70	0.30
0.30	0.70
1.00	0
0.90	0.10
0.40	0.60
0.50	0.50
0.60	0.40
0.90	0.10

0.70	0.30
0.60	0.40
0.80	0.20
0.20	0.80
0.50	0.50
0.10	0.90
0.80	0.20
0.20	0.80
0	1 0
0.30	0.70
0.50	0.50
0.70	0.30
0.60	0.40
0.40	0.60
0.80	0.20
0.10	0.90
1.00	0
0.50	0.50
0.30	0.70
0.70	0.30
0.20	0.80
0.60	0.40
0.40	0.60
0.80	0.20

0.60	0.40
0.70	0.30
0.10	0.90
0.40	0.60
1.00	0
0.90	0.10
0.20	0.80
0.60	0.40
0.30	0.70 ★
0.80	0.20
0.10	0.90
0.70	0.30
0.50	0.50
0.20	0.80
0	1 0
0.80	0.20
0.20	0.80
0.50	0.50
0.10	0.90
0.70	0.30
0.20	0.80
0.90	0.10
0.20	0.80
0.40	0.60

Making 1 Whole – Level B

_____ – _____ **Fill in each box so the two numbers SUM to a total of 1.00.**

EXAMPLE: **<u>0.46</u> → 0.46 to 0.50 is <u>0.04</u> → 0.50 to 1.00 is <u>0.50</u> → <u>totals</u> 0.04 + 0.50 = <u>0.54</u>.**

1.00	***0***
0.95	***0.05***
0.78	***0.22***
0.32	***0.68***
0.45	
0.25	
0.70	
0.38	
1.00	
0.95	
0.58	
0.42	
0.65	
0.88	
0.10	
0.95	
0	
0.07	
0.75	
0.60	
0.45	
0.98	
0.80	

0.83	
0.45	
0.30	
0.55	
0.25	
0.16	
0.95	
0.35	
0.75	
0.47	
0.50	
0.25	
0.69	
0.80	
0	
0.25	
0.70	
0.36	
1.00	
0.95	
0.45	
0.50	
0.63	

0.75	
0.67	
0.81	
0.25	
0.55	
0.15	
0.85	
0.28	
0	
0.30	
0.55	
0.75	
0.67	
0.45	
0.85	
0.15	
0.83	
0.50	
0.35	
0.75	
0.20	
0.69	
0.40	

0.65	
0.75	
0.12	
0.45	
1.00	
0.95	
0.64	
0.60	
0.05	
0.85	
0.19	
0.75	
0.50	
0.25	
0	
0.85	
0.22	
0.50	
0.15	
0.78	
0.25	
0.90	
0.26	

Making 1 Whole – Level B

_____ – _____ **Fill in each box so the two numbers SUM to a total of 1.00.**

EXAMPLE: **0.46 → 0.46 to 0.50 is 0.04 → 0.50 to 1.00 is 0.50 → totals 0.04 + 0.50 = 0.54.**

1.00	*0*
0.95	*0.05*
0.78	*0.22*
0.32	*0.68*
0.45	0.65
0.25	0.75
0.70	0.30
0.38	0.62
1.00	0
0.95	0.05
0.58	0.42
0.42	0.58
0.65	0.35
0.88	0.12
0.10	0.90
0.95	0.05
0	1.00
0.07	0.93
0.75	0.25
0.60	0.40
0.45	0.55
0.98	0.02
0.80	0.20

0.83	0.17
0.45	0.55
0.30	0.70
0.55	0.45
0.25	0.75
0.16	0.84
0.95	0.05
0.35	0.65
0.75	0.25
0.47	0.53
0.50	0.50
0.25	0.75
0.69	0.31
0.80	0.20
0	1 0
0.25	0.75
0.70	0.30
0.36	0.64
1.00	0
0.95	0.05
0.45	0.55
0.50	0.50
0.63	0.37

0.75	0.25
0.67	0.33 ★
0.81	0.19
0.25	0.75
0.55	0.45
0.15	0.85
0.85	0.15
0.28	0.72
0	1 0
0.30	0.70
0.55	0.45
0.75	0.25
0.67	0.33
0.45	0.55
0.85	0.15
0.15	0.85
0.83	0.17
0.50	0.50
0.35	0.65
0.75	0.25
0.20	0.80
0.69	0.31
0.40	0.60

0.65	0.35
0.75	0.25
0.12	0.88
0.45	0.55
1.00	0
0.95	0.05
0.64	0.36
0.60	0.40
0.05	0.95
0.85	0.15
0.19	0.81
0.75	0.25
0.50	0.50
0.25	0.75
0	1 0
0.85	0.15
0.22	0.78
0.50	0.50
0.15	0.85
0.78	0.22
0.25	0.75
0.90	0.10
0.26	0.74