Add within 100 - Composing a 10

|  |  |  |
| --- | --- | --- |
| 42  + 8 | 71  + 9 | 16  + 4 |
| 36  + 4 | 23  + 7 | 19  + 1 |
| 32  + 8 | 44  + 6 | 77  + 3 |
| 21  + 9 | 91  + 9 | 27  + 3 |
| 56  + 4 | 52  + 8 | 48  + 2 |
| 79  + 1 | 45  + 5 | 46  + 6 |
| 28  + 2 | 48  + 2 | 85  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100 - Composing a 10

|  |  |  |
| --- | --- | --- |
| 52  + 8 | 81  + 9 | 46  + 4 |
| 66  + 4 | 33  + 7 | 29  + 1 |
| 42  + 8 | 54  + 6 | 87  + 3 |
| 31  + 9 | 91  + 9 | 37  + 3 |
| 46  + 4 | 62  + 8 | 58  + 2 |
| 89  + 1 | 55  + 5 | 56  + 6 |
| 38  + 2 | 58  + 2 | 75  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100 - Composing a 10

|  |  |  |
| --- | --- | --- |
| 62  + 8 | 91  + 9 | 56  + 4 |
| 76  + 4 | 43  + 7 | 39  + 1 |
| 52  + 8 | 64  + 6 | 97  + 3 |
| 41  + 9 | 11  + 9 | 47  + 3 |
| 56  + 4 | 72  + 8 | 68  + 2 |
| 99  + 1 | 65  + 5 | 66  + 4 |
| 48  + 2 | 68  + 2 | 85  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100 - Composing a 10

|  |  |  |
| --- | --- | --- |
| 53  + 7 | 84  + 6 | 45  + 5 |
| 66  + 4 | 37  + 3 | 28  + 2 |
| 49  + 1 | 50  + 0 | 81  + 9 |
| 32  + 8 | 93  + 7 | 34  + 6 |
| 45  + 5 | 66  + 4 | 57  + 3 |
| 88  + 2 | 59  + 1 | 50  + 0 |
| 31  + 9 | 52  + 8 | 73  + 7 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100 - Composing a 10

|  |  |  |
| --- | --- | --- |
| 51  + 9 | 84  + 6 | 45  + 5 |
| 62  + 8 | 13  + 7 | 26  + 4 |
| 43  + 7 | 52  + 8 | 17  + 3 |
| 34  + 6 | 81  + 9 | 38  + 2 |
| 45  + 5 | 60  + 0 | 59  + 1 |
| 86  + 4 | 39  + 1 | 90  + 0 |
| 37  + 3 | 68  + 2 | 71  + 9 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100 - Composing a 10

|  |  |  |
| --- | --- | --- |
| 52  + 8 | 91  + 9 | 16  + 4 |
| 66  + 4 | 83  + 7 | 29  + 1 |
| 72  + 8 | 74  + 6 | 37  + 3 |
| 81  + 9 | 61  + 9 | 47  + 3 |
| 96  + 4 | 52  + 8 | 58  + 2 |
| 19  + 1 | 45  + 5 | 66  + 6 |
| 28  + 2 | 38  + 2 | 75  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100 - Composing a 10

|  |  |  |
| --- | --- | --- |
| 32  + 8 | 21  + 9 | 16  + 4 |
| 46  + 4 | 53  + 7 | 69  + 1 |
| 92  + 8 | 84  + 6 | 77  + 3 |
| 11  + 9 | 21  + 9 | 37  + 3 |
| 66  + 4 | 52  + 8 | 48  + 2 |
| 79  + 1 | 85  + 5 | 96  + 6 |
| 38  + 2 | 28  + 2 | 15  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100 - Composing a 10

|  |  |  |
| --- | --- | --- |
| 92  + 8 | 31  + 9 | 56  + 4 |
| 86  + 4 | 43  + 7 | 59  + 1 |
| 72  + 8 | 24  + 6 | 67  + 3 |
| 61  + 9 | 21  + 9 | 77  + 3 |
| 56  + 4 | 12  + 8 | 88  + 2 |
| 49  + 1 | 15  + 5 | 96  + 6 |
| 38  + 2 | 28  + 2 | 95  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100 - Composing a 10

|  |  |  |
| --- | --- | --- |
| 22  + 8 | 71  + 9 | 86  + 4 |
| 26  + 4 | 53  + 7 | 89  + 1 |
| 12  + 8 | 74  + 6 | 97  + 3 |
| 11  + 9 | 51  + 9 | 96  + 4 |
| 36  + 4 | 62  + 8 | 18  + 2 |
| 39  + 1 | 65  + 5 | 16  + 6 |
| 48  + 2 | 48  + 2 | 25  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100 - Composing a 10

|  |  |  |
| --- | --- | --- |
| 92  + 8 | 91  + 9 | 96  + 4 |
| 86  + 4 | 83  + 7 | 89  + 1 |
| 72  + 8 | 74  + 6 | 77  + 3 |
| 81  + 9 | 81  + 9 | 87  + 3 |
| 67  + 3 | 62  + 8 | 68  + 2 |
| 59  + 1 | 52  + 8 | 51  + 9 |
| 41  + 9 | 48  + 2 | 45  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100

|  |  |  |
| --- | --- | --- |
| 12  + 7 | 21  + 6 | 36  + 3 |
| 46  + 2 | 53  + 1 | 69  + 6 |
| 72  + 9 | 84  + 7 | 97  + 2 |
| 11  + 2 | 22  + 9 | 37  + 9 |
| 42  + 3 | 53  + 8 | 67  + 2 |
| 71  + 1 | 85  + 8 | 96  + 4 |
| 17  + 9 | 22  + 2 | 36  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100

|  |  |  |
| --- | --- | --- |
| 12  + 7 | 51  + 6 | 66  + 3 |
| 26  + 2 | 43  + 1 | 79  + 6 |
| 32  + 9 | 34  + 7 | 87  + 5 |
| 41  + 2 | 22  + 9 | 97  + 9 |
| 52  + 3 | 13  + 8 | 14  + 2 |
| 61  + 1 | 95  + 4 | 26  + 9 |
| 77  + 9 | 82  + 2 | 36  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100

|  |  |  |
| --- | --- | --- |
| 32  + 7 | 21  + 6 | 16  + 3 |
| 46  + 2 | 53  + 1 | 69  + 6 |
| 72  + 9 | 84  + 7 | 57  + 5 |
| 91  + 2 | 12  + 9 | 27  + 9 |
| 52  + 3 | 43  + 8 | 34  + 2 |
| 61  + 1 | 75  + 8 | 86  + 9 |
| 27  + 9 | 12  + 2 | 96  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100

|  |  |  |
| --- | --- | --- |
| 52  + 7 | 92  + 6 | 16  + 3 |
| 66  + 2 | 87  + 1 | 29  + 6 |
| 73  + 9 | 75  + 7 | 37  + 5 |
| 84  + 2 | 62  + 9 | 57  + 9 |
| 92  + 3 | 53  + 8 | 68  + 2 |
| 11  + 1 | 45  + 8 | 76  + 9 |
| 27  + 9 | 32  + 2 | 86  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100

|  |  |  |
| --- | --- | --- |
| 62  + 7 | 21  + 6 | 46  + 3 |
| 76  + 2 | 93  + 1 | 69  + 6 |
| 82  + 9 | 75  + 7 | 87  + 5 |
| 91  + 2 | 52  + 9 | 17  + 9 |
| 22  + 3 | 33  + 8 | 34  + 2 |
| 41  + 1 | 15  + 8 | 57  + 9 |
| 67  + 9 | 82  + 2 | 76  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100

|  |  |  |
| --- | --- | --- |
| 12  + 7 | 21  + 6 | 36  + 3 |
| 46  + 2 | 13  + 1 | 29  + 6 |
| 52  + 9 | 14  + 7 | 17  + 5 |
| 61  + 2 | 52  + 9 | 47  + 9 |
| 72  + 3 | 63  + 8 | 54  + 2 |
| 81  + 1 | 75  + 8 | 66  + 9 |
| 97  + 2 | 82  + 2 | 76  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100

|  |  |  |
| --- | --- | --- |
| 52  + 7 | 61  + 6 | 76  + 3 |
| 46  + 2 | 53  + 1 | 69  + 6 |
| 32  + 9 | 44  + 7 | 57  + 5 |
| 21  + 2 | 32  + 9 | 47  + 9 |
| 12  + 3 | 23  + 8 | 34  + 2 |
| 91  + 1 | 15  + 8 | 26  + 9 |
| 87  + 9 | 92  + 7 | 16  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100

|  |  |  |
| --- | --- | --- |
| 12  + 7 | 34  + 6 | 56  + 3 |
| 78  + 2 | 90  + 1 | 13  + 6 |
| 24  + 9 | 35  + 7 | 46  + 5 |
| 57  + 2 | 68  + 9 | 91  + 9 |
| 98  + 1 | 87  + 8 | 65  + 2 |
| 54  + 1 | 43  + 8 | 32  + 9 |
| 21  + 9 | 25  + 2 | 26  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100

|  |  |  |
| --- | --- | --- |
| 95  + 7 | 85  + 6 | 75  + 3 |
| 86  + 2 | 46  + 1 | 26  + 6 |
| 27  + 9 | 17  + 7 | 37  + 5 |
| 68  + 2 | 58  + 9 | 48  + 9 |
| 46  + 3 | 36  + 8 | 26  + 2 |
| 15  + 1 | 25  + 8 | 65  + 9 |
| 74  + 9 | 24  + 2 | 64  + 5 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Add within 100

|  |  |  |
| --- | --- | --- |
| = 2 + 17 | = 14 + 7 | = 9 + 27 |
| = 62 + 3 | = 12 + 2 | = 2 + 71 |
| = 52 + 4 | = 2 + 52 | = 32 + 9 |
| = 2 + 71 | = 82 + 6 | = 2 + 68 |
| = 2 + 45 | = 9 + 27 | = 62 + 7 |

[CCSS.Math.Content.1.NBT.C.4](http://www.corestandards.org/Math/Content/1/NBT/C/4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

[CCSS.Math.Content.1.NBT.C.5](http://www.corestandards.org/Math/Content/1/NBT/C/5) Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

[CCSS.Math.Content.1.NBT.C.6](http://www.corestandards.org/Math/Content/1/NBT/C/6) Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

[CCSS.Math.Content.1.NBT.B.2](http://www.corestandards.org/Math/Content/1/NBT/B/2) Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

[CCSS.Math.Content.1.NBT.B.2a](http://www.corestandards.org/Math/Content/1/NBT/B/2/a) 10 can be thought of as a bundle of ten ones — called a “ten.”

[CCSS.Math.Content.1.NBT.B.2b](http://www.corestandards.org/Math/Content/1/NBT/B/2/b) The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

[CCSS.Math.Content.1.NBT.B.2c](http://www.corestandards.org/Math/Content/1/NBT/B/2/c) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

[CCSS.Math.Content.1.NBT.B.3](http://www.corestandards.org/Math/Content/1/NBT/B/3) Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.