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 <.