Name _____ Date _____

Post-Assessment:

Number Sense and Place Value-Part A

Learning Targets:

- ✓ I can represent each digit of a two digit number using tens and ones. (1, 4, 5, 6, 7)
- ✓ I can write a two-digit number in expanded form. (1)
- ✓ I can show at least two different ways to make a number using tens and ones. (8)
- ✓ I can skip count by 2s, 5s, and 10s. (7)
- ✓ I can compare two-digit numbers using the symbols >, =, and <. (2)
- ✓ I can compare groups of tens and ones using the symbols >, =, and <. (3)

1. Write in expanded form:

73 = _____ + _____

54 = _____ + _____

29 = _____ + _____

90 = _____ + _____

Circle the two-digit numbers.

15	648	26	0
102	4,032	90	55
222	16,710	3,209	3
74	2	408	3,420

2. Fill in the blank with >, =, or <.

61 _____ 47

54 _____ 45

33 _____ 53

97 _____ 97

17 _____ 71

23 _____ 32

3. Fill in the blank with >, =, or <.

3 tens and 4 ones _____ 5 tens and 2 ones

5 tens _____ 50 ones

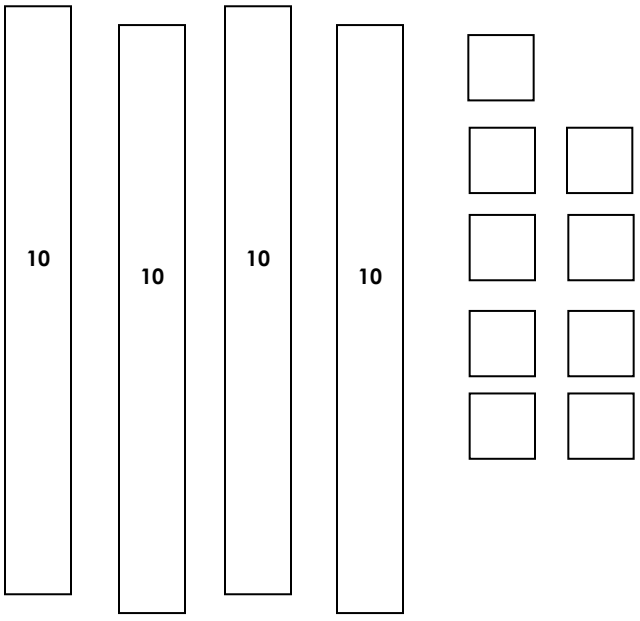
37 ones _____ 2 tens and 7 ones

3 tens and 14 ones _____ 4 tens

2 tens and 22 ones _____ 1 ten and 32 ones

4. Henry has 76 cards. He is putting them into rows of 10. How many whole rows can he make? How many cards will be left over?

5. Gabby went to Sticker Station and bought this many stickers:



How many stickers did she buy? _____

6. Kennedy went to Sticker Station and bought 64 stickers. She bought as many strips of ten as she could and the rest in singles. Show 64 stickers in strips of ten and singles.

7. Write the missing numbers on the counting strips.

25	44	60	31
30	46	70	41
35	48	80	51

8. Show at least 2 different ways to make the number 52 with stickers, using only strips of 10, only singles, or both strips and singles. *BONUS* See if you can figure out all 6 of the different ways to make 52!