

There are _____ tens and _____ ones.



The number is _____.



_____ ones make _____ groups of ten.



The _____ represents _____ ones.



_____ is the whole.



One part is _____ and the other part is _____.



_____ tens and _____ ones is equal to _____
tens and _____ ones.



The start point is _____.



The end point is _____.



There are _____ intervals on the number line.
Each interval is worth _____.



The number line is counting up in _____.



There are _____ tens in 100.



There are _____ hundreds in _____.



There are _____ tens in _____.



There are _____ hundreds, _____ tens and _____ ones. This is equal to _____.



The number _____ is made up of _____ hundreds, _____ tens and _____ ones.



There are _____ hundreds, _____ tens and
_____ ones. _____ = _____ + _____ + _____



We can partition _____ hundreds into _____
hundreds and _____ hundreds.



We can partition _____ tens into _____ tens
and _____ tens.



_____ can be partitioned into _____,
and _____.



_____ = _____ + _____ + _____



_____ more than _____ is _____.



_____ less than _____ is _____.



_____ is _____ more than _____.



_____ is _____ less than _____.



The _____ digit(s) change when finding _____ more than a number.



The _____ digit(s) change when finding _____ less than a number.



_____ is closer to _____ than _____.



The position of _____ on the number line is closer to _____ than _____.



_____ is more than halfway along the interval.



_____ is less than halfway along the interval.



_____ is greater than _____ because...



_____ is less than _____ because...



To compare two numbers, I need to start with the _____ place value column.



When counting in _____, the number before _____ is _____.



When counting in _____, the number after _____ is _____.

