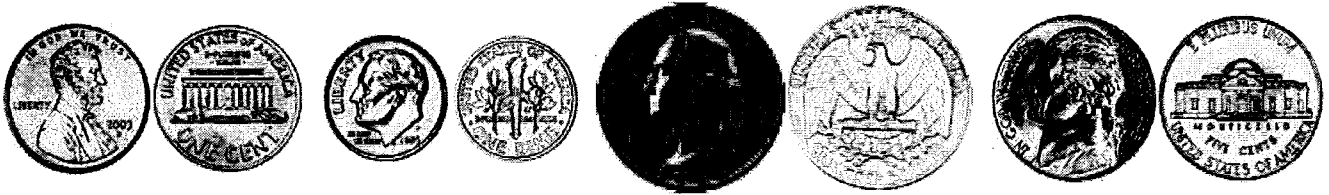Name _Answer Key_   Date _Mod. 6_

1. Use the word bank to label the coins.

   | dimes   nickels   pennies   quarters |

   a. _pennies_ b. _dimes_ c. _quarters_ d. _nickels_
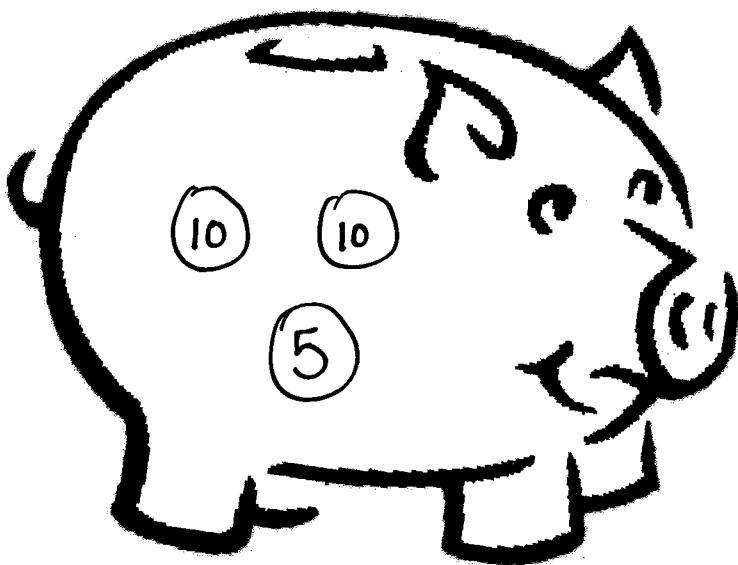
2. Write the value of each coin.

   a. The value of one dime is ___10___ cent(s).

   b. The value of one penny is ___1___ cent(s).

   c. The value of one nickel is ___5___ cent(s).

   d. The value of one quarter is ___25___ cent(s).

3. Your mom said she will give you 1 nickel or 1 quarter. Which would you take, and why?
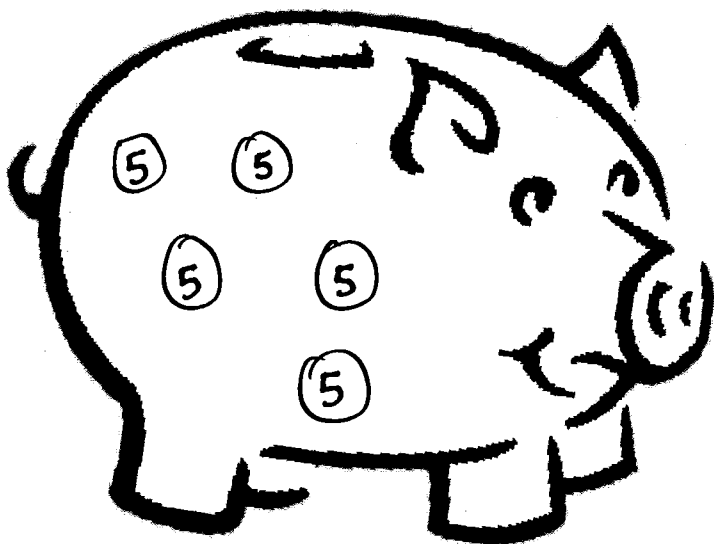
   1 quarter. A quarter is worth 25
   cents and a nickel is worth 5
   cents. 25 is bigger than 5.

4. Lee has 25 cents in his piggy bank. Which coin or coins could be in his bank?

   a. Draw to show the coins that could be in Lee's bank.

   b. Draw a different set of coins that could be in Lee's bank.

EUREKA MATH   Lesson 21:   Identify quarters by their image, name, or value. Decompose the value   85
                                        of a quarter using pennies, nickels, and dimes.

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Name __Answer Key__   Date __Mod. 6__

1. Match the label to the correct coins, and write the value. There will be more than one match for each coin name.

a.

nickel

__5__ cents

b.

dime
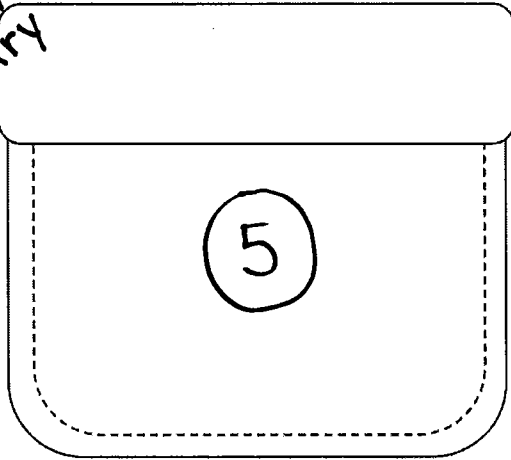
__10__ cents

c.

quarter
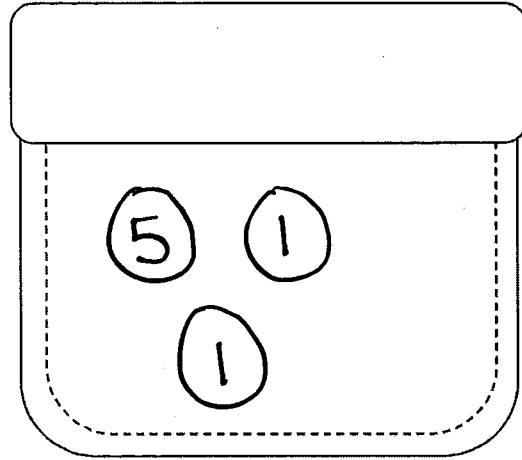
__25__ cents

d.

penny

__1__ cent

2. Lee has one coin in his pocket, and Pedro has 3 coins. Pedro has more money than Lee. Draw a picture to show the coins each boy might have.
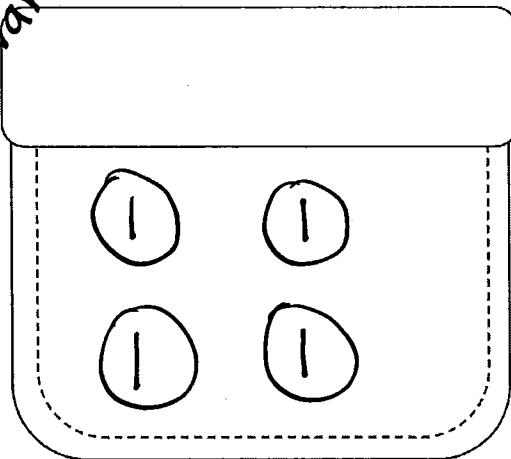
Answers may vary

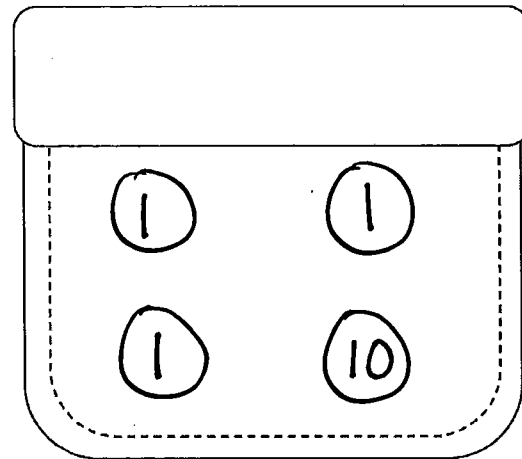| Lee's Pocket	Pedro's Pocket
⑤	⑤ ① ①

3. Bailey has 4 coins in her pocket, and Ingrid has 4 coins. Ingrid has more money than Bailey. Draw a picture to show the coins each girl might have.
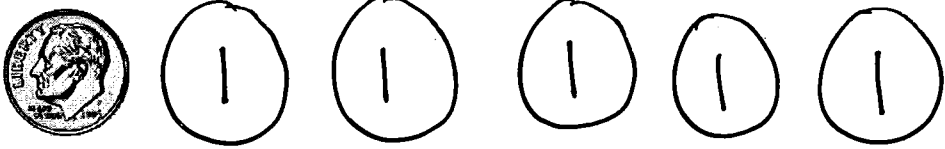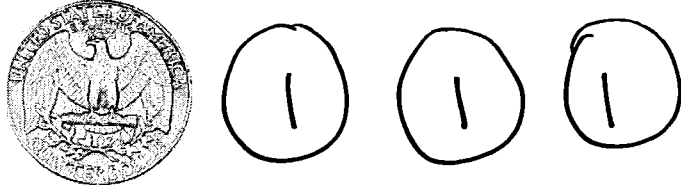
Answers may vary

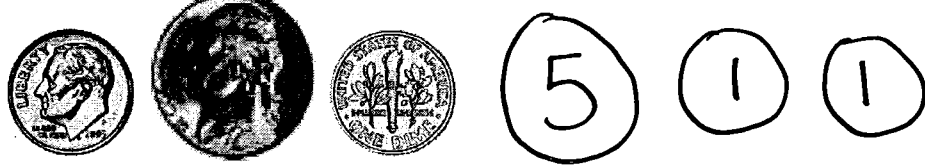| Bailey's Pocket	Ingrid's Pocket
① ① ① ①	① ① ① ⑩

EUREKA
MATH

Lesson 22:   Identify varied coins by their image, name, or value. Add one cent to the value of any coin.

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Name **Answer Key**   Date **Mod. 6**

1. Add pennies to show the written amount.

a.						
15 cents	dime	①	①	①	①	①
b.						
28 cents	quarter	①	①	①		
c.						
22 cents	dime	nickel	⑤	①	①	
d.						
32 cents	dime	nickel	dime	⑤	①	①

2. Write the value of each group of coins.

a.

22 cents

b.
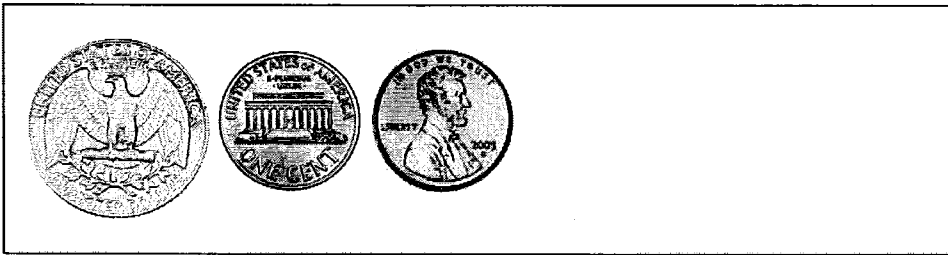

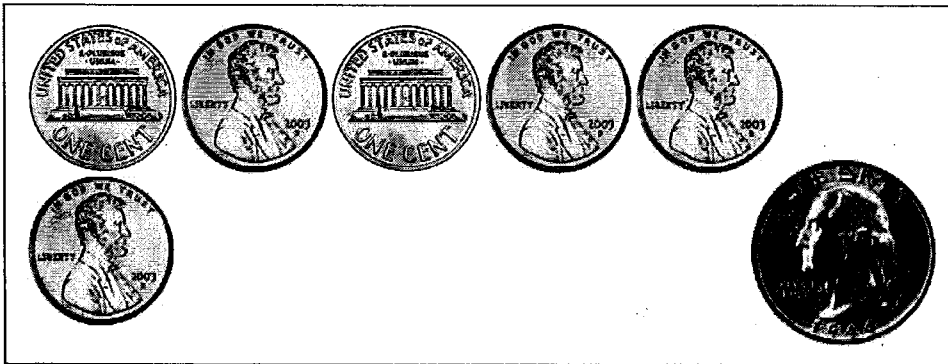_15_ cents

c.

_27_ cents

d.

_31_ cents

e.

_32_ cents

Name **Answer Key**   Date **Mod. 6**

1. Find the value of each set of coins. Complete the place value chart.
   Write an addition sentence to add the value of the dimes and the value of the
   pennies.

a.

tens	ones
2	1

$20 + 1 = 21$

b.

tens	ones
11	0

$110 + 0 = 110$

c.

tens	ones
11	3

$110 + 3 = 113$

2. Check the set that shows the correct amount. Fill in the place value chart to match.

110 cents

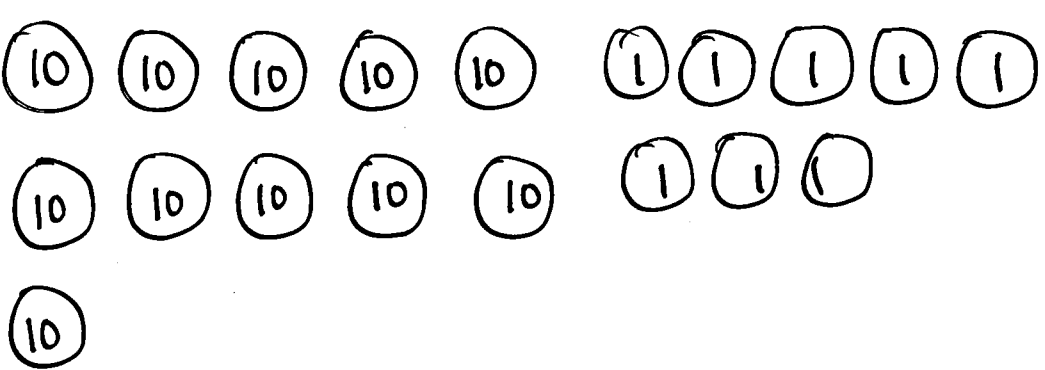| tens	ones
11	0

✔

3. a. Draw 79 cents using dimes and pennies. Fill in the place value chart to match.
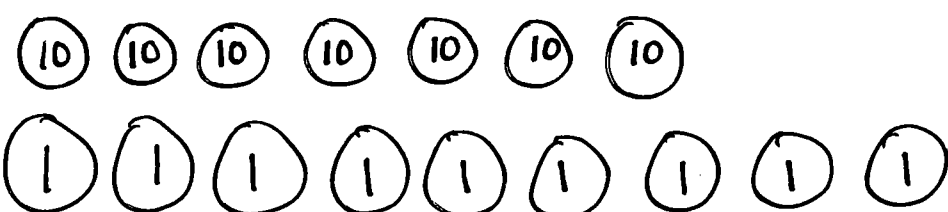
tens	ones
7	9

b. Draw 118 cents using dimes and pennies. Fill in the place value chart to match.

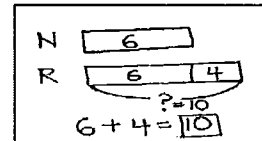| tens	ones
11	8

Name **Answer Key**   Date **Mod. 6**
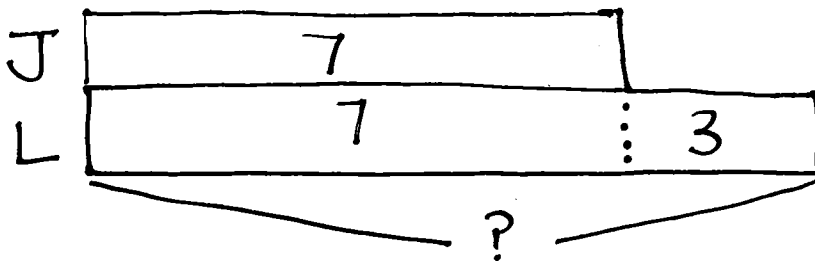
Read the word problem.
Draw a tape diagram or double tape diagram and label.
Write a number sentence and a statement that matches the story.
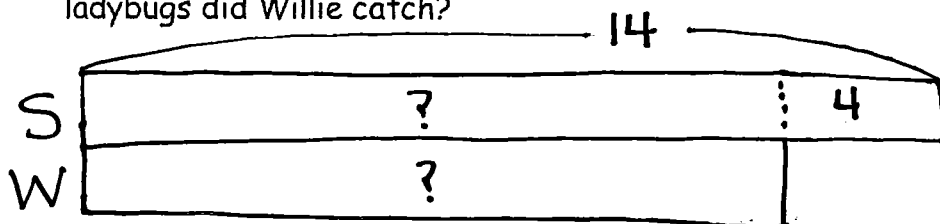
Sample Tape Diagram

1. Julio listened to 7 songs on the radio. Lee listened to 3 more songs than Julio. How many songs did Lee listen to?
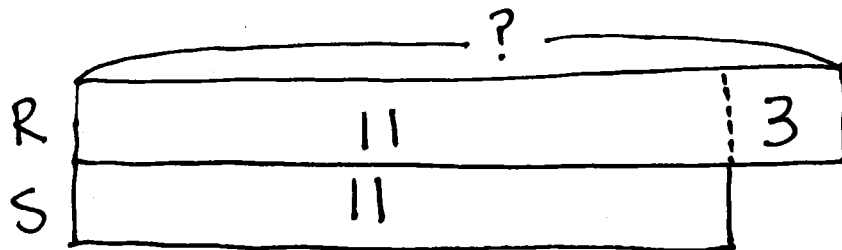
$7 + 3 = \boxed{10}$

Lee listened to 10 songs.

2. Shanika caught 14 ladybugs. She caught 4 more ladybugs than Willie. How many ladybugs did Willie catch?
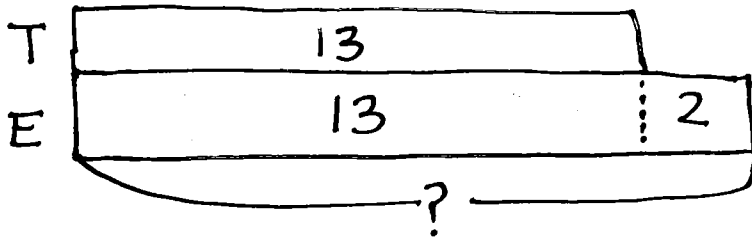
$14 - 4 = \boxed{10}$

Willie caught 10 ladybugs.

3. Rose packed 3 more boxes than her sister to move to their new house. Her sister packed 11 boxes. How many boxes did Rose pack?

$11 + 3 = \boxed{14}$

Rose packed 14 boxes.

4. Tamra decorated 13 cookies. Tamra decorated 2 fewer cookies than Emi.
How many cookies did Emi decorate?

T [13]

E [13 | 2]

?

$13 + 2 = \boxed{15}$

Emi decorated 15 cookies.

---

5. Rose's brother hit 12 tennis balls. Rose hit 6 fewer tennis balls than her brother.
How many tennis balls did Rose hit?

12

B [? | 6]

R [?]
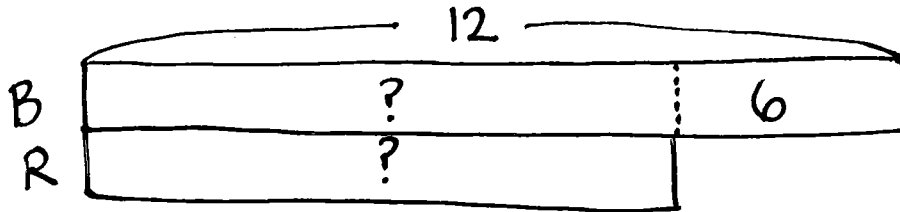
$12 - 6 = \boxed{6}$

Rose hit 6 tennis balls.

---

6. With his camera, Darnel took 5 more pictures than Kiana. He took 13 pictures.
How many pictures did Kiana take?

13

D [? | 5]

K [?]

$13 - 5 = \boxed{8}$

Kiana took 8 pictures.

Name __Answer Key__   Date __Mod. 6__

Read the word problem.
Draw a tape diagram or double tape diagram and label.
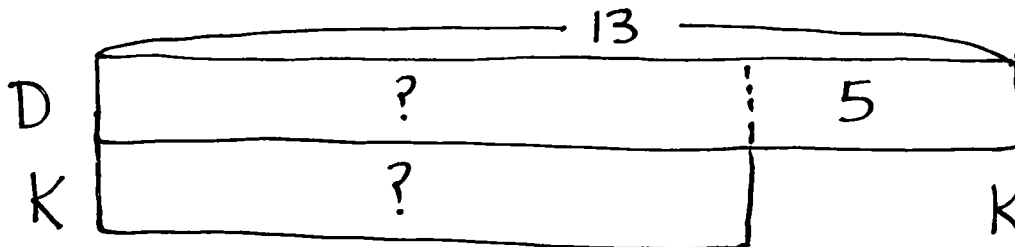**W**rite a number sentence and a statement that matches the story.

Sample tape diagram

N [6   ]
R [6 | 4]
      ?=10
  6 + 4 = [10]

1. Fatima walks 15 blocks home from school. Ben walks 8 blocks. How much longer is Fatima's walk home from school than Ben's?

F [———— 15 ———— | ?]
B [8   ]

$15 - 8 = \boxed{7}$
or $8 + \boxed{7} = 15$

Fatima's walk home
is 7 blocks longer than Ben's.

2. Maria bought a basket with 13 strawberries in it. Darnel bought a basket with 4 more strawberries than Maria. How many strawberries did Darnel's basket have in it?

M [13   ]
D [13 | 4]
         ?

$13 + 4 = \boxed{17}$

Darnel's basket had 17 strawberries in it.

3. Tamra has 5 books checked out from the library. Kim has 11 books checked out from the library. How many fewer books does Tamra have checked out than Kim?
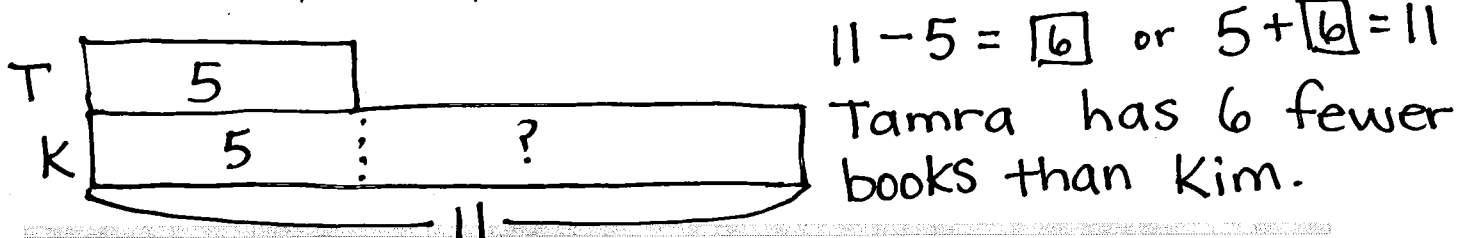
T [5   ]
K [5 | ?   ]
         11

$11 - 5 = \boxed{6}$ or $5 + \boxed{6} = 11$

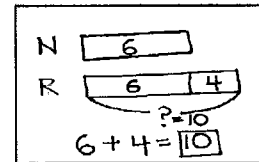Tamra has 6 fewer books than Kim.

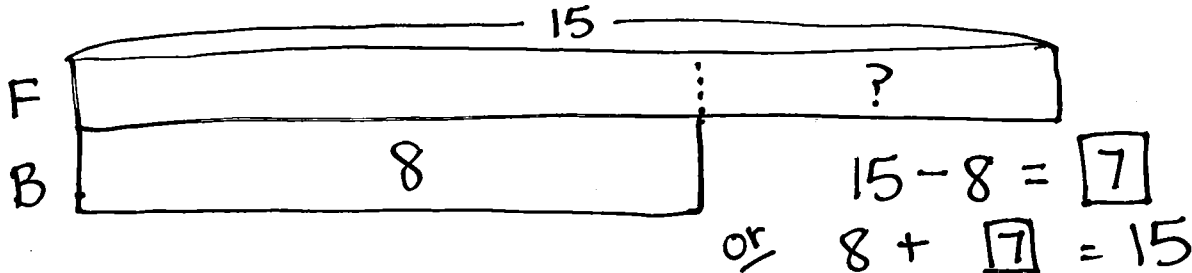Name **Answer Key**   Date **Mod. 6**

Read the word problem.
Draw a tape diagram or double tape diagram and label.
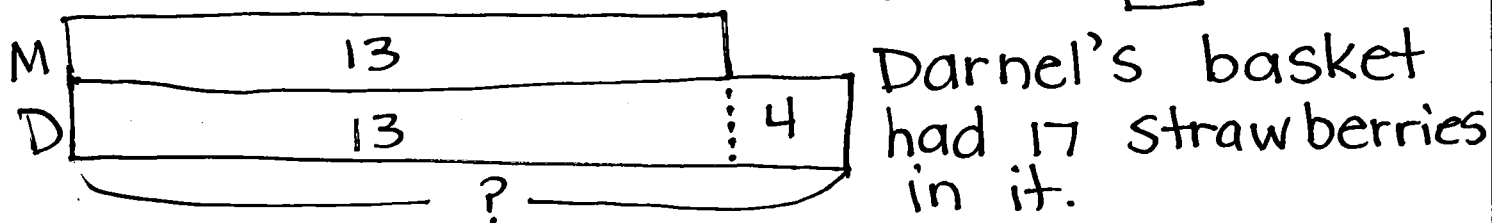**W**rite a number sentence and a statement that matches the story.
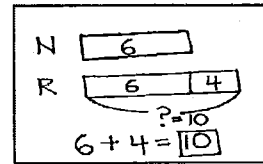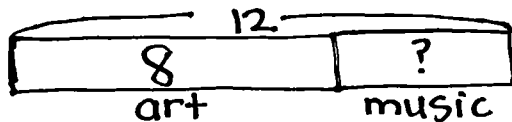
Sample Tape Diagram

N [6]
R [6 | 4]
? = 10
6 + 4 = 10

1. Eight students lined up to go to art. Some more lined up to go to music. Then, there were 12 students in line. How many students lined up to go to music?

| 12 |
| 8 | ? |
art   music

$8 + \boxed{4} = 12$

4 students lined up to go to music.

2. Peter rode his bike 5 blocks. Rose rode her bike 13 blocks. How much shorter was Peter's ride?

P [5]
R [5 : ?]
13
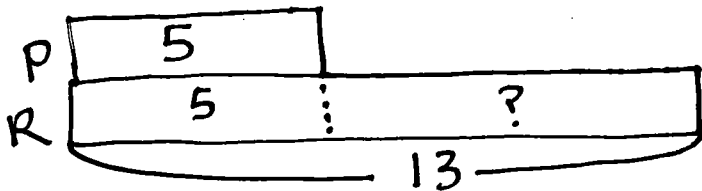
$13 - 5 = \boxed{8}$

Peter's ride was 8 blocks shorter.

3. Lee and Anton collected 16 leaves on their walk. Nine of the leaves were Lee's. How many leaves were Anton's?

| 16 |
| 9 | ? |
Lee   Anton
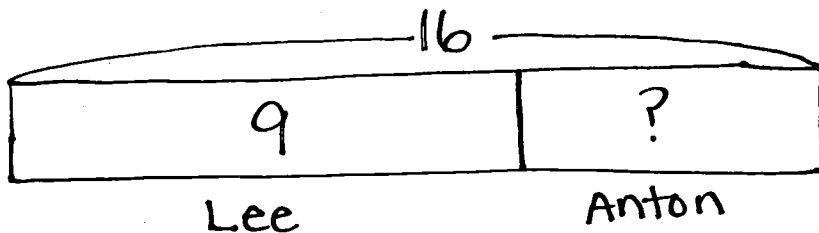
$9 + \boxed{7} = 16$
or $16 - 9 = \boxed{7}$

7 leaves were Anton's.

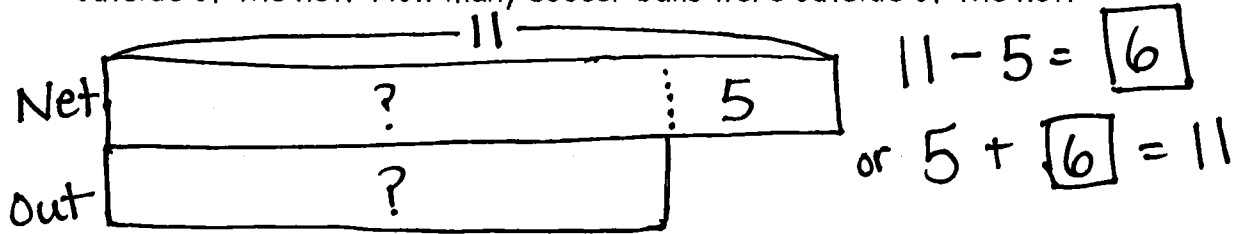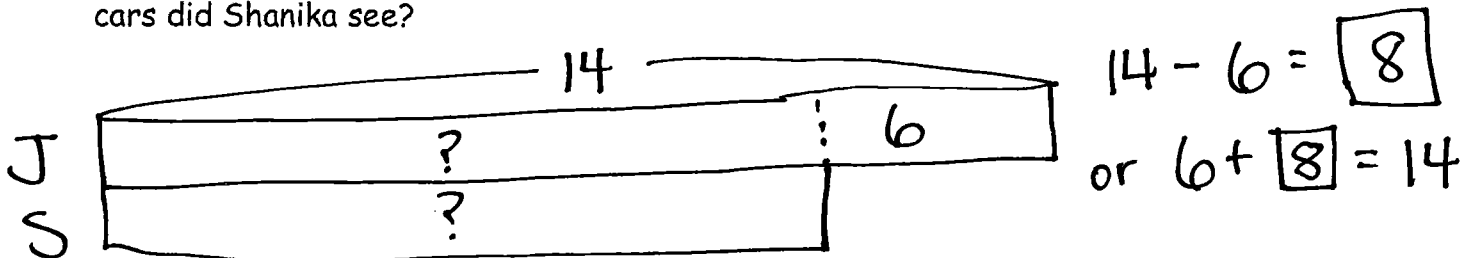4. The team counted 11 soccer balls inside the net. They counted 5 fewer soccer balls outside of the net. How many soccer balls were outside of the net?

Net [? | 5] 11

Out [?]

$11 - 5 = \boxed{6}$

or $5 + \boxed{6} = 11$

6 soccer balls were outside of the net.

5. Julio saw 14 cars drive by his house. Julio saw 6 more cars than Shanika. How many cars did Shanika see?

J   [? | 6] 14
S   [?]

$14 - 6 = \boxed{8}$

or $6 + \boxed{8} = 14$

Shanika saw 8 cars.

6. Some students were eating lunch. Four students joined them. Now, there are 17 students eating lunch. How many students were eating lunch in the beginning?

[? | 4] 17
 eating   join

$17 - 4 = \boxed{13}$

13 students were eating lunch in the beginning.

EUREKA MATH

Lesson 27:   Share and critique peer strategies for solving problems of varied types.

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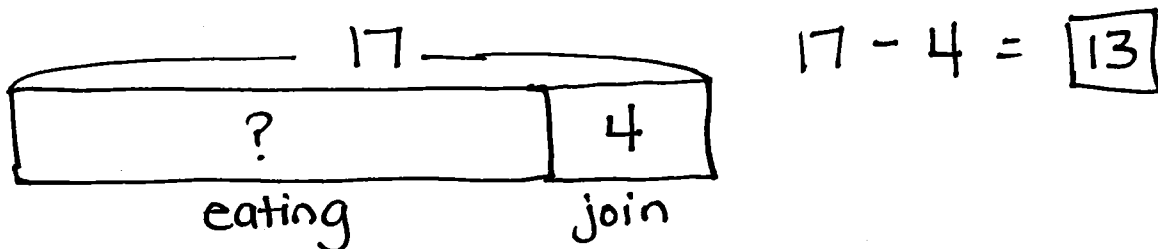
Name __Answer Key__   Date __Mod. 6__

1. Teach a family member some of our counting activities. Check all the activities you do together.

   ☐ Happy Count by ones. Counting up or down by 1's (1, 2, 3, 2, 1)
   ☐ Happy Count by tens.
   ☐ Count by ones the Say Ten Way. (13 = "ten three"; 27 = " 2 tens 7")
   ☐ Count by tens the Say Ten Way. First, start at 0; then, start at 7.
   ☐ Movement counting—count while doing squats, arm rolls, jumping jacks, etc.

2. Write the numbers from 91 to 120:

91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

3. Count backward by tens from 97 to 7.

   97, __87__, 77, __67, 57, 47, 37, 27, 17, 7__.

4. On the back of your paper, write as many sums and differences within 20 as you can. Circle the ones that were hard for you at the beginning of the year!

EUREKA
MATH   Lesson 28:   Celebrate progress in fluency with adding and subtracting within 10   110
                          (and 20). Organize engaging summer practice.

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