Name:	Date:	
Parent Signature:	Return to School on Wednesday	

Unit 1 Review (ON) - Summative scheduled for Wednesday, September 24

c. 200 + 110 + 25 _____ d. 4 tens and 15 ones _____

2. Fill in the empty boxes with standard notation, expanded notation, or base ten model.

Standard Notation	Expanded Notation	Show Using Base Ten Blocks
234		
	500+30+2	
956		
	700+7	

3. Write the value of each digit in the following number: 845

8=_____

5=_____

4=_____

4. Write the <u>place</u> of each digit in the following number: 845
8=______
5=______

4=_____

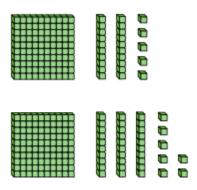
5. Represent the following numbers two different ways. Choose from words, numbers and words, drawings or model, expanded notation.

a.631 _____ b. 809 _____

6. Using the following numbers and list these numbers from least to greatest.

305 174 354 213

7. Look at the models shown below.



Using the model above, write a number sentence to make a true statement. Use <, > or =.



8. What comes next? a. 44, 54, 64, _____, ____, ____,

b.What is the skip counting pattern?

- 9. Skip count backwards by 100's What comes next?
 - a. 710, _____, ____, ____, ____, ____, ____, ____,

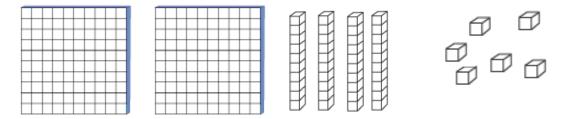
10. Tammy's teacher drew a number line on the board.

a. About where would 61 be? Place 61 on the number line where it belongs.

b. Tell Tammy how you knew where to place 61 and why.

11. Jennifer had 4 bundles of one hundred and 3 pencils left over in a pencil container. How many pencils are in Jennifer's container? Draw a base ten model of this number and then write your answer in standard form.

12. To show the number 246, Shanice used these pieces:



How else can you show the number 246? Show your work.

13. Conner wants to make the number 452. He has plenty of hundreds blocks and ones blocks to work with, but his teacher said he could use only 4 tens blocks. His friends Michael said, "You can still make this with the blocks you have." Can he build it? Show Conner your answer.