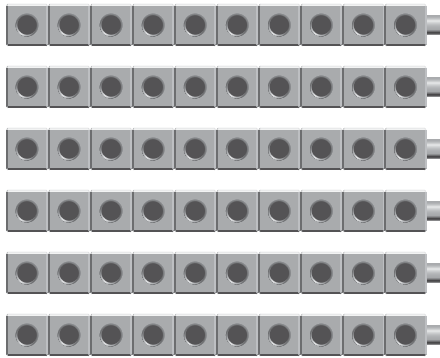




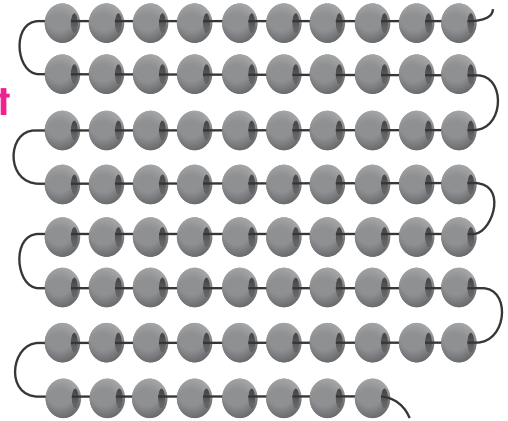
1 point



- (A) 50      (C) 70  
(B) 60      (D) 80



1 point



- (A) 78      (C) 88  
(B) 79      (D) 89



1 point

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	
61	62	63	64	65	66	67	68	69	
71	72	73	74	75	76	77	78	79	

- (A) 41, 51, 61      (C) 60, 70, 80  
(B) 51, 61, 71      (D) 70, 80, 90

**Directions** Have students mark the best answer. Which number tells how many cubes? Count the beads by ones. Which number tells how many? Which set of numbers shows the set of missing numbers in the number chart?

**4****1 point**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

- (A) 1      (B) 9      (C) 8      (D) 11

**5****2 points**

71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**6****1 point**

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

**7****2 points**

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32		34	35	36	37	38	39	
41	42	43			46	47	48	49	
51	52	53	54	55	56			59	60
61			64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

- 32    33    38    40  
 44    45    49    50  
 51    54    57    58  
 61    62    63    68

**Directions** Have students: **4** look at the numbers that are shaded and choose the number that is counted just after the last shaded number; **5** look at the row beginning with 81. Count each number aloud. Have them draw a circle around the part of the number that sounds the same to show the pattern, and then draw a circle around the column that has decade numbers; **6** color the boxes of the numbers they say as they count by ones, starting at the number with a circle around it and ending at the gray highlighted box, and then explain any patterns they might see or hear; **7** count by ones to write the missing numbers in the top row, and then draw a circle around each of the missing numbers in the remaining rows.