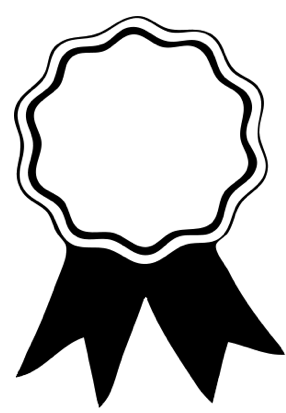
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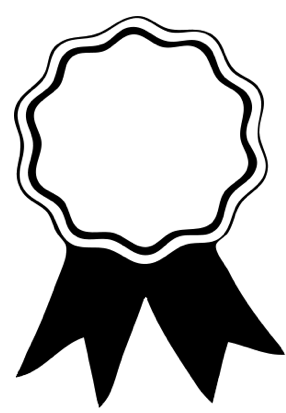
Chapter 17

1.NBT.2.a **10 can be thought of as a bundle of ten ones - called a "ten."**

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| A.3 |  |
| A.7 |  |
| A.12 |  |
| I.4 |  |

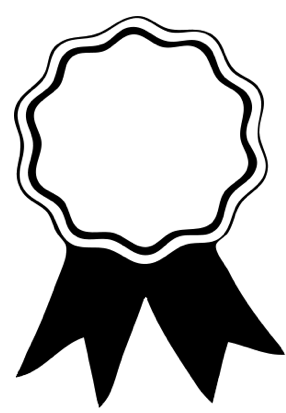
1.NBT.2.c **The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).**

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| A.6 |  |

1.NBT.4 **Add within 100, including adding a 2-digit number and a 1-digit number, and adding a 2-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.**

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| Practice | MEDAL! |
| B.17 |  |
| B.18 |  |
| B.19 |  |
| B.20 |  |
| B.21 |  |
| B.22 |  |
| F.8 |  |

1.OA.7 **Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.**



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| F.2 |  |

1.OA.8 **Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.**

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| B.12 |  |
| D.13 |  |

1.NBT.6 **Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.**

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| D.15 |  |
| F.8 |  |

1.OA.4 **Understand subtraction as an unknown-addend problem.**

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| B.12 |  |
| F.3 |  |