

Name \_\_\_\_\_

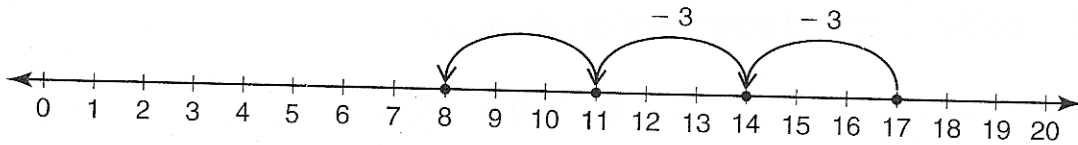
# Number Patterns

R 1-9

You can use a number line to find a number pattern.

Find the pattern. Find the next two numbers.

17, 14, 11, 8, \_\_\_\_\_, \_\_\_\_\_



A hundred chart can help you find  $39 - 12$  using place-value patterns. Start at 39 and move up one row to subtract 10. Then move two columns to the left to subtract 2 ones.  $39 - 12 = 27$ .

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 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 |
| 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 |

Continue each pattern.

1. 4, 8, 12, ,

2. 90, 80, 70, ,

3. 7, 14, 21, ,

4. 25, 50, 75, ,

Use place-value patterns to find each sum or difference.

5.  $18 + 20$

6.  $21 + 17$

7.  $46 - 12$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. **Writing in Math** Explain how you can use a hundred chart to subtract 12 from 46.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Number Patterns

P 1-9

Continue each pattern.

1. 15, 30, 45, \_\_\_\_\_, \_\_\_\_\_

2. 30, 24, 18, \_\_\_\_\_, \_\_\_\_\_

3. 3, 6, 9, \_\_\_\_\_, 15

4. 220, 230, 240, \_\_\_\_\_, \_\_\_\_\_

Use place-value patterns to find each sum or difference.

5.  $890 - 300 =$  \_\_\_\_\_

6.  $150 + 200 =$  \_\_\_\_\_

7.  $470 - 350 =$  \_\_\_\_\_

8.  $340 + 220 =$  \_\_\_\_\_

9. Joshua is raising fruit flies for a science project. At the beginning of the first day, he had 4 fruit flies. His fruit flies double in number each day. How many fruit flies does he have at the end of three days? \_\_\_\_\_

10. **Representations** Choose your own pattern. Draw a number line to show your pattern.



## Test Prep

11. Which is 100 more than 7,399?

A. 7,400

B. 7,499

C. 8,399

D. 8,499

12. **Writing in Math** Mrs. Bradner has 30 tomato plants. She wants to plant the same number of plants in each row of her garden. Explain how she could decide the number of rows to plant.

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