

CONNECTION[®] to the TEKS Developmental Series[™]

Math
3

Reporting Category 1
teacher
v2



KAMICO[®]
Instructional Media, Inc.

CONNECTION[®] to the TEKS

Math **3** Reporting Category 1 teacher

Developmental Series[™]

XXVI/i/MMXXVI

Version 2



KAMICO[®]

Instructional Media, Inc.

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KAMICO® Instructional Media, Inc.
CONNECTION® to the TEKS
Introduction

KAMICO® Instructional Media's program is validated by scientifically based research. **STAAR CONNECTION™ Diagnostic Series™** and **CONNECTION® to the TEKS Developmental Series™** can be used in tandem to ensure mastery of Texas reporting categories and TEKS. The *Diagnostic Series™* consists of a bank of assessments. Each assessment covers a mixture of reporting categories and TEKS. This research-based format provides continual reinforcement for and ensures retention of mastered concepts. To take full advantage of this series, administer an assessment to students. After they have completed the assessment, use it as an instructional tool. Go over each item with the class, discussing all correct and incorrect answers. Then, use the assessment as a diagnostic tool to determine a standard for which students need remediation. Find that standard in the *Developmental Series™*.

Each book in the **CONNECTION® to the TEKS Developmental Series™** consists of instructional activities and assessments over isolated TEKS to allow for the remediation and development of specific TEKS. For every TEKS, there is at least one individual or group activity. The activities provide a fun, challenging, yet nonthreatening, way to develop mastery of the TEKS. In addition to these activities, each *Developmental Series™* book contains assessments on isolated TEKS to be used to identify mastery or the need for further skill development or reinforcement. Continue to alternate between the **STAAR CONNECTION™ Diagnostic Series™** and the **CONNECTION® to the TEKS Developmental Series™**.

KAMICO's **Game Gallery®** consists of over 300 board games in English and in Spanish. These games create a game-based learning environment to facilitate additional reinforcement of TEKS.

KAMICO® Instructional Media, Inc., supports efforts to ensure adequate yearly progress and eliminate surprises in high-stakes test results.

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Grade 3 Mathematics

Reporting Categories and Related TEKS

Reporting Category 1:

Numerical Representations and Relationships

The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.

(3.2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to	TE	SE
(A) compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate; <i>Readiness Standard</i>		
Number Beavers	9	
Assessment	25	5
(B) describe the mathematical relationships found in the base-10 place value system through the hundred thousands place; <i>Supporting Standard</i>		
Ren Ten Ten	28	
Assessment	43	8
(C) represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers; <i>Supporting Standard</i>		
The Rounders of Rounder Mountain	46	
Assessment	64	11
(D) compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$. <i>Readiness Standard</i>		
Brick and Mortar	67	
Assessment	77	14

(3.3)	Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to	TE	SE
(A)	represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines; Supporting Standard		
	Fractions - Models, Strip Diagrams, and Number Lines	82	
	Assessment	124	19
(B)	determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line; Supporting Standard		
	One, Two, Three, Four, Tape Your Number to the Floor!	128	
	Assessment	139	23
(C)	explain that the unit fraction $1/b$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number; Supporting Standard		
	Unit Fractions	144	
	Assessment	150	28
(D)	compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts $1/b$; Supporting Standard		
	Satisfaction	153	
	Assessment	181	31
(E)	solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8; Supporting Standard		
	Partitioning a Set of Objects	185	
	Assessment	204	35

(F)	represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines; Readiness Standard	TE	SE
	Equivalent Fractions	208	
	Assessment	223	39
(G)	explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model; Supporting Standard		
	Oh My, My! Are We the Same Size? . . .	227	
	Assessment	231	43
(H)	compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models. Readiness Standard		
	Comparing Fractions	235	
	Assessment	257	47
(3.4)	Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to		
(I)	determine if a number is even or odd using divisibility rules. Supporting Standard		
	Even Steven and Odd Todd	263	
	Assessment	266	53
(3.7)	Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to		
(A)	represent fractions of halves, fourths, and eighths as distances from zero on a number line. Supporting Standard		
	Number Line PI	272	
	Assessment	277	59
	Reporting Category 1 Answer Key	280	
	Grade 3 Mathematics Reference Materials	286	185
	Student Grid	287	186

Reporting Category 1: Numerical Representations and Relationships

TEKS 3.2A

Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate.

ACTIVITY

Number Beavers

Materials

For each group of 4 or 5 students:

Number Beavers game board

Number Beavers counters sheet

Number Beavers cards—42

For each student:

Number Beavers answer sheet (5 pages)



Modeling

Reinforce knowledge of base ten blocks. Show students the ones blocks. Show students the tens blocks. Show students the hundreds blocks. Demonstrate how ten ones is equal to one ten. Demonstrate how ten tens is equal to one hundred. Demonstrate how ten hundreds is equal to one thousand. Ask a student to go to the board and write a number that consists of up to five digits. Use the base ten blocks to model the number. Model the number in as many ways as possible. E.g. 275 can be modeled with two hundreds, seven tens, and five ones. Or, twenty-seven tens and 5 ones. Or 2 hundreds and seventy-five ones. Continue having students go to the board and write numbers and model the numbers. After this, explain how the number 100,000 can be modeled.

Procedure

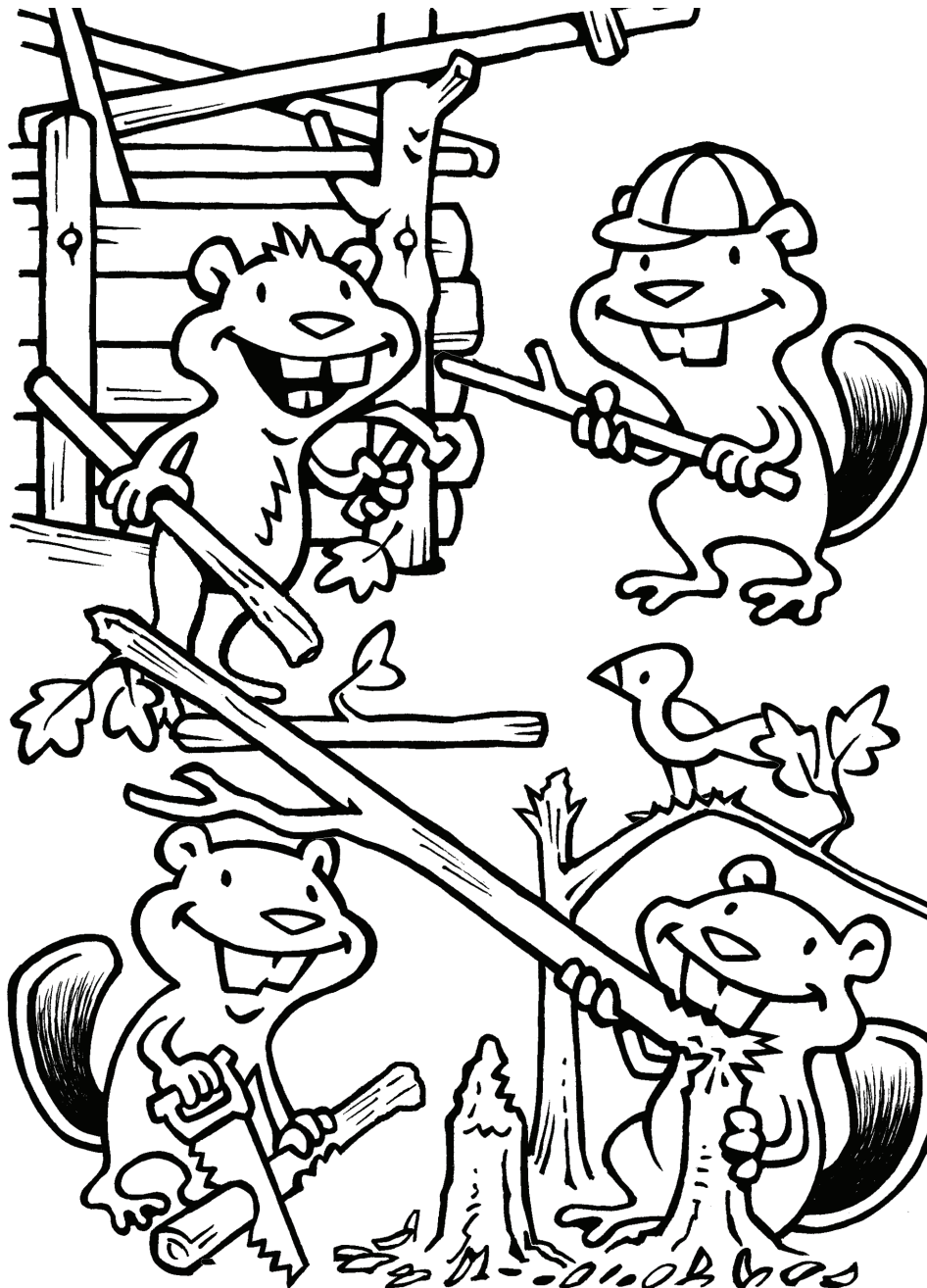
Divide students into groups. Give each group one *Number Beavers* game board, one set of *Number Beavers* cards, and one *Number Beavers* counters sheet. Give each student a *Number Beavers* answer sheet. Students cut out the counters and place them in a pile within each student's reach. Then students place the *Number Beavers* cards faceup in a stack within reach of all players.

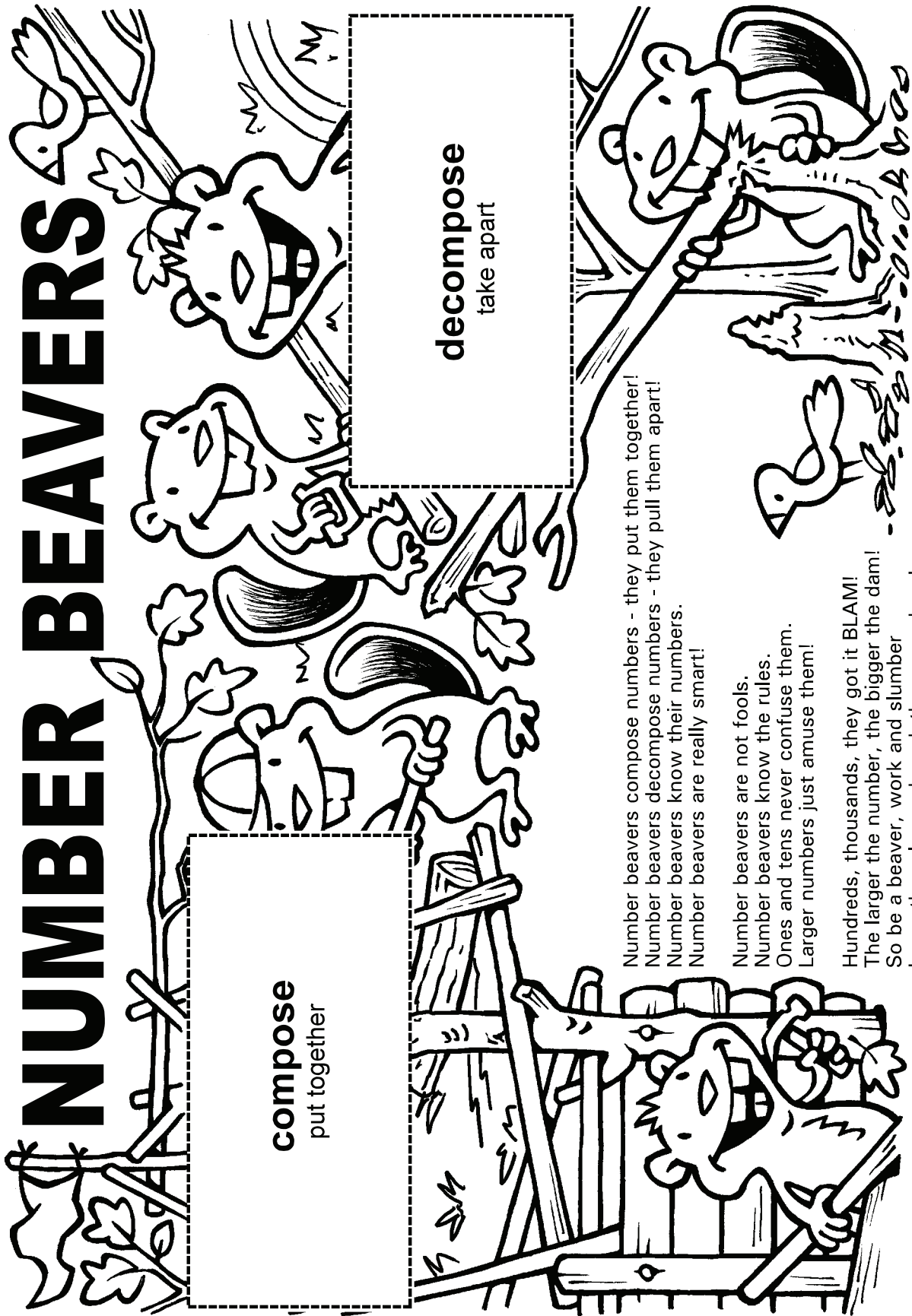
The student whose first name starts with a letter of the alphabet closest to A goes first. Students continue in a clockwise fashion.

Student A picks up the first card in the stack. All students look at the card and find the card number on their answer sheet. All students write the answer on their answer sheet, without allowing others to see their answer. After all students have

answered, they uncover their answers. Student A turns the card over and all students check their answers. If they are correct, they circle the number on their answer sheet and take a beaver counter card. If the card is a *Compose!* card, students place the card on the *compose* space on the game board. If the card is a *Decompose!* card, students place the card on the *decompose* space on the game board.

Students continue in a clockwise fashion. After all the cards have been used, students count their beaver counters. The student with the most counters wins and is crowned as the Number Beaver.





NUMBER BEAVERS

compose
put together

decompose
take apart

Number beavers compose numbers - they put them together!
 Number beavers decompose numbers - they pull them apart!
 Number beavers know their numbers.
 Number beavers are really smart!

Number beavers are not fools.
 Number beavers know the rules.
 Ones and tens never confuse them.
 Larger numbers just amuse them!

Hundreds, thousands, they got it BLAM!
 The larger the number, the bigger the dam!
 So be a beaver, work and slumber
 Learn the rules and work those numbers!

Number Beavers Counters



Number Beavers Cards

Decompose!  11 is made of ____ ten and ____ one. 11 is the same as ____ + ____. ① © KAMICO® Instructional Media, Inc. All Rights Reserved.	1 ten and 1 one $10 + 1$
Compose!  2 tens and 5 ones $20 + 5$ is the same as ____. ② © KAMICO® Instructional Media, Inc. All Rights Reserved.	25
Decompose!  32 is made of ____ tens and ____ ones. 32 is the same as ____ + ____. ③ © KAMICO® Instructional Media, Inc. All Rights Reserved.	3 tens and 2 ones $30 + 2$
Compose!  4 tens and 6 ones $40 + 6$ is the same as ____. ④ © KAMICO® Instructional Media, Inc. All Rights Reserved.	46
Decompose!  53 is made of ____ tens and ____ ones. 53 is the same as ____ + ____. ⑤ © KAMICO® Instructional Media, Inc. All Rights Reserved.	5 tens and 3 ones $50 + 3$
Compose!  6 tens and 4 ones $60 + 4$ is the same as ____. ⑥ © KAMICO® Instructional Media, Inc. All Rights Reserved.	64

Decompose!  77 is made of ____ tens and ____ ones. 77 is the same as ____ + ____. 7 © KAMICO® Instructional Media, Inc. All Rights Reserved.	7 tens and 7 ones $70 + 7$
Compose!  8 tens and 9 ones $80 + 9$ is the same as ____. 8 © KAMICO® Instructional Media, Inc. All Rights Reserved.	89
Decompose!  98 is made of ____ tens and ____ ones. 98 is the same as ____ + ____. 9 © KAMICO® Instructional Media, Inc. All Rights Reserved.	9 tens and 8 ones $90 + 8$
Compose!  1 hundred 2 tens and 3 ones $100 + 20 + 3$ is the same as ____. 10 © KAMICO® Instructional Media, Inc. All Rights Reserved.	123
Compose!  2 hundreds and 8 ones $200 + 8$ is the same as ____. 11 © KAMICO® Instructional Media, Inc. All Rights Reserved.	208
Decompose!  296 is made of ____ hundreds ____ tens and ____ ones. 296 is the same as ____ + ____ + ____. 12 © KAMICO® Instructional Media, Inc. All Rights Reserved.	2 hundreds 9 tens and 6 ones $200 + 90 + 6$

Compose!  3 hundreds and 8 tens 300 + 80 is the same as ____. 13 © KAMICO® Instructional Media, Inc. All Rights Reserved.	380
Decompose!  452 is made of ____ hundreds ____ tens and ____ ones. 452 is the same as ____ + ____ + ____. 14 © KAMICO® Instructional Media, Inc. All Rights Reserved.	4 hundreds 5 tens and 2 ones 400 + 50 + 2
Compose!  5 hundreds and 4 ones 500 + 4 is the same as ____. 15 © KAMICO® Instructional Media, Inc. All Rights Reserved.	504
Decompose!  619 is made of ____ hundreds ____ ten and ____ ones. 619 is the same as ____ + ____ + ____. 16 © KAMICO® Instructional Media, Inc. All Rights Reserved.	6 hundreds 1 ten and 9 ones 600 + 10 + 9
Compose!  7 hundreds 3 tens and 1 one 700 + 30 + 1 is the same as ____. 17 © KAMICO® Instructional Media, Inc. All Rights Reserved.	731
Decompose!  840 is made of ____ hundreds and ____ tens. 840 is the same as ____ + ____. 18 © KAMICO® Instructional Media, Inc. All Rights Reserved.	8 hundreds and 4 tens 800 + 40

Compose!  9 hundreds 6 tens and 2 ones 900 + 60 + 2 is the same as ____. 19 © KAMICO® Instructional Media, Inc. All Rights Reserved.	962
Decompose!  1,502 is made of ____ thousand ____ hundreds and ____ ones. 1,502 is the same as ____ + ____ + ____. 20 © KAMICO® Instructional Media, Inc. All Rights Reserved.	1 thousand 5 hundreds and 2 ones 1,000 + 500 + 2
Compose!  2 thousands 2 hundreds 9 tens and 1 one 2,000 + 200 + 90 + 1 is the same as ____. 21 © KAMICO® Instructional Media, Inc. All Rights Reserved.	2,291
Decompose!  3,413 is made of ____ thousands ____ hundreds ____ ten and ____ ones. 3,413 is the same as ____ + ____ + ____ + ____. 22 © KAMICO® Instructional Media, Inc. All Rights Reserved.	3 thousands 4 hundreds 1 ten and 3 ones 3,000 + 400 + 10 + 3
Compose!  4 thousands 2 tens and 9 ones 4,000 + 20 + 9 is the same as ____. 23 © KAMICO® Instructional Media, Inc. All Rights Reserved.	4,029
Decompose!  5,130 is made of ____ thousands ____ hundred and ____ tens. 5,130 is the same as ____ + ____ + ____. 24 © KAMICO® Instructional Media, Inc. All Rights Reserved.	5 thousands 1 hundred and 3 tens 5,000 + 100 + 30

Compose!  6 thousands 3 hundreds 4 tens and 5 ones 6,000 + 300 + 40 + 5 is the same as ____. 25 © KAMICO® Instructional Media, Inc. All Rights Reserved.	6,345
Decompose!  7,654 is made of ____ thousands ____ hundreds ____ tens and ____ ones. 7,654 is the same as ____ + ____ + ____ + ____. 26 © KAMICO® Instructional Media, Inc. All Rights Reserved.	7 thousands 6 hundreds 5 tens and 4 ones 7,000 + 600 + 50 + 4
Compose!  8 thousands 7 hundreds and 6 ones 8,000 + 700 + 6 is the same as ____. 27 © KAMICO® Instructional Media, Inc. All Rights Reserved.	8,706
Decompose!  9,867 is made of ____ thousands ____ hundreds ____ tens and ____ ones. 9,867 is the same as ____ + ____ + ____ + ____. 28 © KAMICO® Instructional Media, Inc. All Rights Reserved.	9 thousands 8 hundreds 6 tens and 7 ones 9,000 + 800 + 60 + 7
Compose!  1 ten thousand 1 hundred and 4 tens 10,000 + 100 + 40 is the same as ____. 29 © KAMICO® Instructional Media, Inc. All Rights Reserved.	10,140
Decompose!  26,289 is made of ____ ten thousands ____ thousands ____ hundreds ____ tens and ____ ones. 26,289 is the same as ____ + ____ + ____ + ____ + ____. 30 © KAMICO® Instructional Media, Inc. All Rights Reserved.	2 ten thousands 6 thousands 2 hundreds 8 tens and 9 ones 20,000 + 6,000 + 200 + 80 + 9

Compose!  3 ten thousands 7 thousands 3 hundreds 6 tens and 2 ones 30,000 + 7,000 + 300 + 60 + 2 is the same as ____. 31 © KAMICO® Instructional Media, Inc. All Rights Reserved.	37,362
Decompose!  45,921 is made of ____ ten thousands ____ thousands ____ hundreds ____ tens and ____ one. 45,921 is the same as ____ + ____ + ____ + ____ + ____. 32 © KAMICO® Instructional Media, Inc. All Rights Reserved.	4 ten thousands 5 thousands 9 hundreds 2 tens and 1 one 40,000 + 5,000 + 900 + 20 + 1
Compose!  5 ten thousands 8 thousands 3 tens and 7 ones 50,000 + 8,000 + 30 + 7 is the same as ____. 33 © KAMICO® Instructional Media, Inc. All Rights Reserved.	58,037
Decompose!  61,453 is made of ____ ten thousands ____ thousand ____ hundreds ____ tens and ____ ones. 61,453 is the same as ____ + ____ + ____ + ____ + ____. 34 © KAMICO® Instructional Media, Inc. All Rights Reserved.	6 ten thousands 1 thousand 4 hundreds 5 tens and 3 ones 60,000 + 1,000 + 400 + 50 + 3
Compose!  7 ten thousands 2 thousands 5 hundreds 1 ten and 4 ones 70,000 + 2,000 + 500 + 10 + 4 is the same as ____. 35 © KAMICO® Instructional Media, Inc. All Rights Reserved.	72,514
Decompose!  83,675 is made of ____ ten thousands ____ thousands ____ hundreds ____ tens and ____ ones. 83,675 is the same as ____ + ____ + ____ + ____ + ____. 36 © KAMICO® Instructional Media, Inc. All Rights Reserved.	8 ten thousands 3 thousands 6 hundreds 7 tens and 5 ones 80,000 + 3,000 + 600 + 70 + 5

Compose!  9 ten thousands 4 thousands 7 hundreds and 6 ones 90,000 + 4,000 + 700 + 6 is the same as ____. 37 © KAMICO® Instructional Media, Inc. All Rights Reserved.	94,706
Decompose!  20,005 is made of ____ ten thousands ____ thousands ____ hundreds ____ tens and ____ ones. 20,005 is the same as ____ + ____ + ____ + ____ + ____. 38 © KAMICO® Instructional Media, Inc. All Rights Reserved.	2 ten thousands 0 thousands 0 hundreds 0 tens and 5 ones 20,000 + 5
Compose!  5 ten thousands and 7 ones 50,000 + 7 is the same as ____. 39 © KAMICO® Instructional Media, Inc. All Rights Reserved.	50,007
Decompose!  72,080 is made of ____ ten thousands ____ thousand ____ hundreds ____ tens and ____ ones. 72,080 is the same as ____ + ____ + ____ + ____ + ____. 40 © KAMICO® Instructional Media, Inc. All Rights Reserved.	7 ten thousands 2 thousands 0 hundreds 8 tens and 0 ones 70,000 + 2,000 + 80
Compose!  3 ten thousands 1 thousand 1 ten and 5 ones 30,000 + 1,000 + 10 + 5 is the same as ____. 41 © KAMICO® Instructional Media, Inc. All Rights Reserved.	31,015
Decompose!  100,000 is made of ____ hundred thousand. 42 © KAMICO® Instructional Media, Inc. All Rights Reserved.	1 hundred thousand

Name _____

Number Beavers Answer Sheet

1 _____ ten and _____ one

_____ + _____

2

--

3 _____ tens and _____ ones

_____ + _____

4

--

5 _____ tens and _____ ones

_____ + _____

6

--

7 _____ tens and _____ ones

_____ + _____

8

--

9 _____ tens and _____ ones

_____ + _____

10

--

11

12 _____ hundreds _____ tens and _____ ones

_____ + _____ + _____

13

14 _____ hundreds _____ tens and _____ ones

_____ + _____ + _____

15

16 _____ hundreds _____ ten and _____ ones

_____ + _____ + _____

17

18 _____ hundreds and _____ tens

_____ + _____

19

20 _____ thousand _____ hundreds and _____ ones

_____ + _____ + _____

21

--

22 _____ thousands _____ hundreds _____ ten and _____ ones

_____ + _____ + _____ + _____

23

--

24 _____ thousands _____ hundred and _____ tens

_____ + _____ + _____

25

--

26 _____ thousands _____ hundreds _____ tens and _____ ones

_____ + _____ + _____ + _____

27

--

28 _____ thousands _____ hundreds _____ tens and _____ ones

_____ + _____ + _____ + _____

29

--

30 _____ ten thousands _____ thousands
 _____ hundreds _____ tens and _____ ones
 _____ + _____ + _____
 + _____ + _____

31

32 _____ ten thousands _____ thousands
 _____ hundreds _____ tens and _____ one
 _____ + _____ + _____
 + _____ + _____

33

34 _____ ten thousands _____ thousand
 _____ hundreds _____ tens and _____ ones
 _____ + _____ + _____
 + _____ + _____

35

36 _____ ten thousands _____ thousands
 _____ hundreds _____ tens and _____ ones
 _____ + _____ + _____
 + _____ + _____

37

38 _____ ten thousands _____ thousands
 _____ hundreds _____ tens and _____ ones
 _____ + _____ + _____
 + _____ + _____

39

40 _____ ten thousands _____ thousands
 _____ hundreds _____ tens and _____ ones
 _____ + _____ + _____
 + _____ + _____

41

42 _____ hundred thousand

**Read each question carefully. Choose the best answer to each question.
For open-response questions, determine the best answer to the question.**

- 1 There are 14 national parks in Texas. Amistad National Recreation Area is one of the parks. It is 150 miles west of San Antonio. The park covers 57,292 acres. Park visitors like to boat, fish, swim, and view Indian rock art.

Which expression represents the number 57,292?

- (A) $50,000 + 7,000 + 200 + 90 + 2$
- (B) $5,000 + 7,000 + 200 + 90 + 2$
- (C) $70,000 + 5,000 + 200 + 90 + 2$
- (D) $50,000 + 7,000 + 300 + 40 + 2$
- 2 Lyndon B. Johnson National Historical Park is a 45-minute drive from Austin, Texas. This was the boyhood home of Lyndon B. Johnson, the 36th president of the United States. The park is 674 acres. Visitors like to go there to see historical buildings and the cattle ranch.

674 is the same as —

- (A) $(6 \times 100) + (7 \times 10) + 4$.
- (B) $(6 \times 1,000) + (7 \times 100) + (4 \times 10)$.
- (C) $(7 \times 100) + (6 \times 10) + 4$.
- (D) $(4 \times 100) + (7 \times 10) + 6$.

- 3** Guadalupe Mountains National Park is 110 miles east of El Paso. The number of acres covered by this park can be found by finding the sum of 8 ten thousands, 6 thousands, 4 hundreds, 1 ten, and 6 ones. Visitors like to go camping, hiking, horseback riding, and wildlife watching.

What is the number of acres expressed in standard form?

- Ⓐ 86,416
 - Ⓑ 84,616
 - Ⓒ 86,461
 - Ⓓ 8,640,016
- 4** Lake Meredith National Recreation Area is in the Panhandle of Texas. This park covers 46,000 acres. 10,000 of those acres are covered by water. This park is 35 miles north of Amarillo. Visitors like to boat, fish, swim, camp, water ski, and ride horses.

Which expression represents the number of acres covered by the park?

- Ⓐ $4,000 + 600$
- Ⓑ $40,000 + 6,000$
- Ⓒ $10,000 + 30 + 5$
- Ⓓ $40,000 + 10,000 + 6,000 + 30 + 5$

- 5 Palo Alto Battlefield National Historical Park is 5 miles north of Brownsville. It sits on 3,400 acres. Visitors like to explore the battlefield and see exhibits.

Write the correct answer in each box to complete the sentence.

3,400 is the same as $(3 \times \boxed{}) + (4 \times \boxed{})$.

- 6 Padre Island National Seashore is on the East Texas coast. It is just south of Corpus Christi. The park sits on 130,434 acres. It has 65 miles of coastline. Visitors like to camp, hike, fish, wind surf, and look for seashells.

Write the correct answer in each box to complete the sentence.

65 is the same as $\boxed{}$ tens and $\boxed{}$ ones.