

Name \_\_\_\_\_

# Five and Ten Relationships

## Review What You Know

Write an addition sentence to answer the question.

1. Yama has 5 fish. She buys 4 more fish. How many fish are in Yama's tank now?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Use cubes to solve. Write the number.

2. 8 squirrels are on the ground. 5 are eating acorns. How many squirrels are not eating?

\_\_\_\_\_ squirrels

3. Bryce has 5 markers. Pablo has 3 markers. How many more markers does Bryce have?

\_\_\_\_\_ markers



## Home-School Connection

Dear Family,

Today my class started Topic 5, **Five and Ten Relationships**. I will learn to show numbers on a ten-frame and find parts of 10. Here are some things we can do to help me with my math.

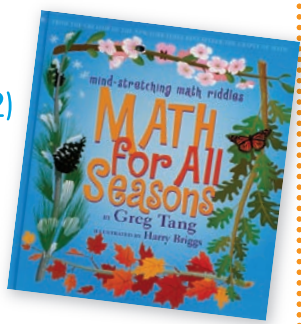
Love,

\_\_\_\_\_

### Book to Read

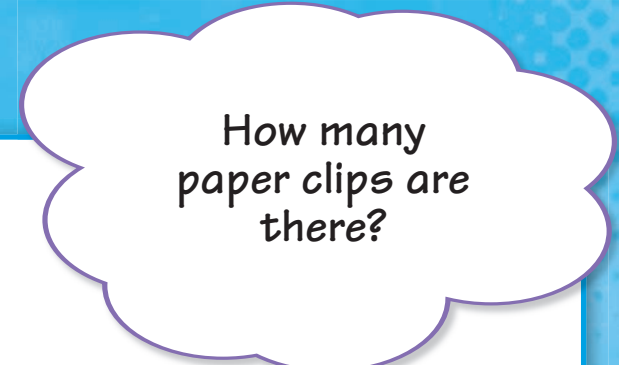
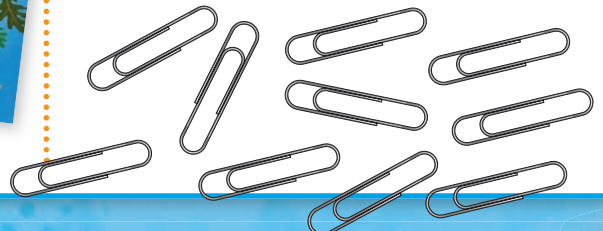
Reading math stories reinforces concepts. Look for this title in your local library:

**Math for All Seasons**  
by Greg Tang  
(Scholastic Press, 2002)



### Home Activity

With your child, gather ten small objects (such as pennies, beans, or paper clips). Out of view of your child, place some objects in each hand and close them. Have him or her tap one of your hands. Open it to show how many objects there are. Have your child guess how many objects are in your other hand.



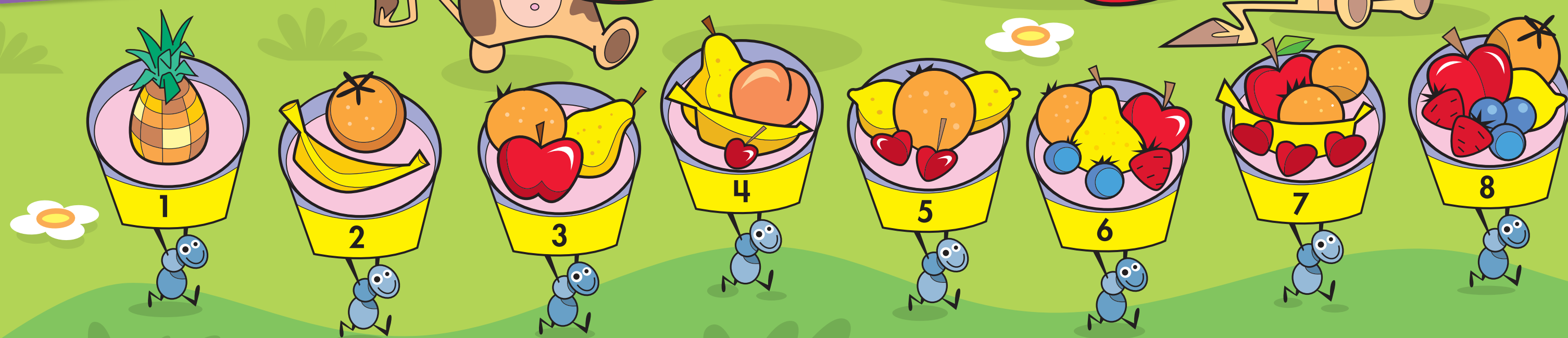
# Parts of a Whole

- ### What You Need
- 8 counters
  - 10 connecting cubes
  - 2 paper clips
  - 2 pencils

**Number of players: 2**

**How to Play**

1. Take turns. Spin Spinner 1. Pick up that number of cubes.
2. Spin Spinner 2. Take that number of cubes away.
3. Place a counter on the basket that shows how many cubes are left.
4. Keep playing until all the baskets are covered.



Name \_\_\_\_\_

# Representing Numbers on a Ten-Frame



1.


\_\_\_\_\_

2.


\_\_\_\_\_

3.


\_\_\_\_\_

4.


\_\_\_\_\_

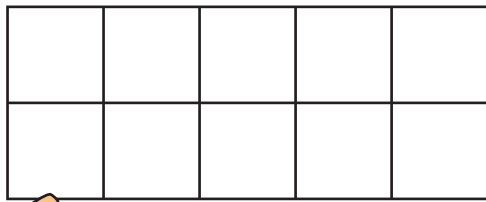


**Home Connection** Your child used counters and a ten-frame to model numbers up to 10.

**Home Activity** Using pennies and the ten-frame at the top of the page, have your child model numbers that you name from 1 to 10.

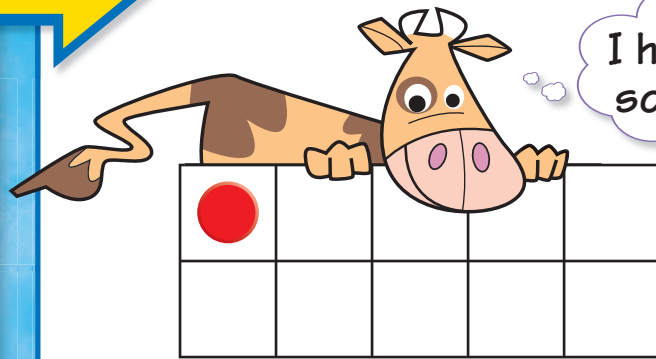
**NS 1.3** Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as  $4 + 4$ ,  $5 + 3$ ,  $2 + 2 + 2 + 2$ ,  $10 - 2$ ,  $11 - 3$ ).

You can show numbers up to 10 on a ten-frame.



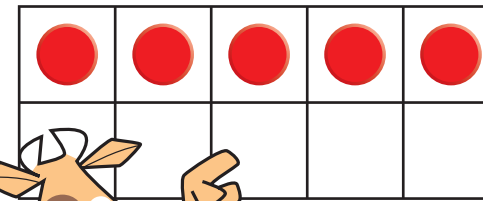
Let's show 7.

Start at the top left box.



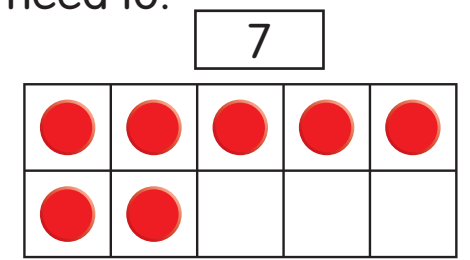
I have 1 so far.

Fill the top row first.



I have 5 so far.

Then fill the bottom row as you need to.



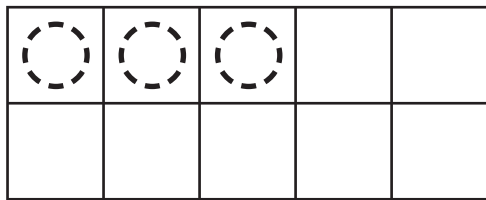
Now I have 7. 7 is 2 more than 5.

### Guided Practice

Draw counters in the ten-frame to show each number.

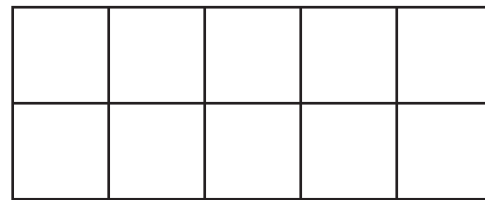
1.

3



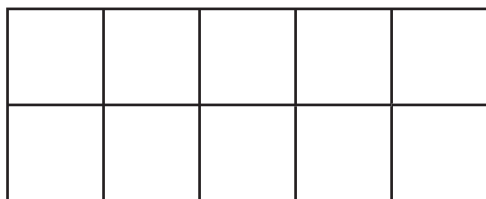
2.

2



3.

5



4.

6

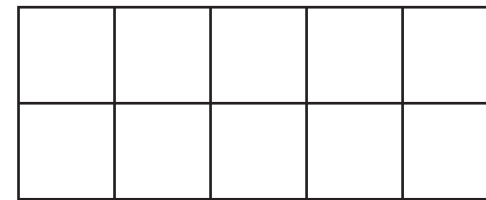


### Independent Practice

Draw counters in the ten-frame to show each number.

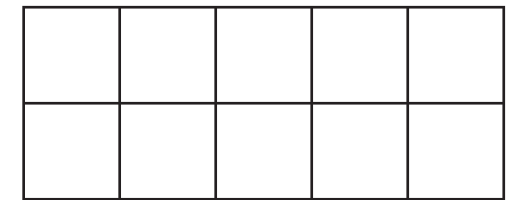
5.

9



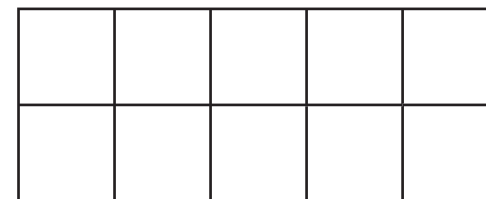
6.

4



7.

1



8.

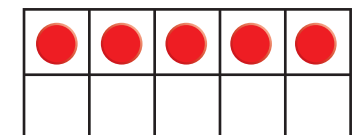
10



**Do you understand?** How can you use a ten-frame to show the number 7?

**Algebra** Draw counters. Write the number.

9. Show how 8 is 5 and \_\_\_\_\_ more.



## Problem Solving

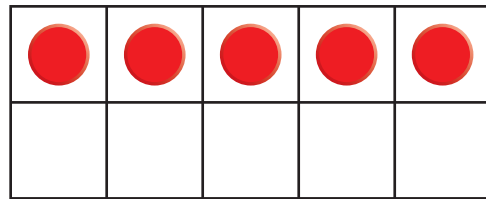
Solve the problems below.

10. Benita shows 9 on a ten-frame.  
How many counters does Benita put in each row?  
Draw counters to solve.



9 is \_\_\_\_\_ and \_\_\_\_\_ more.

11. Steve put 5 counters in a ten-frame.  
How many more counters does Steve need to show 10?  
Draw counters to solve.



1

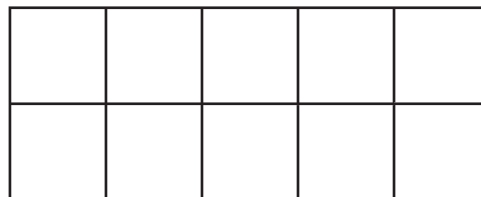
5

6

10

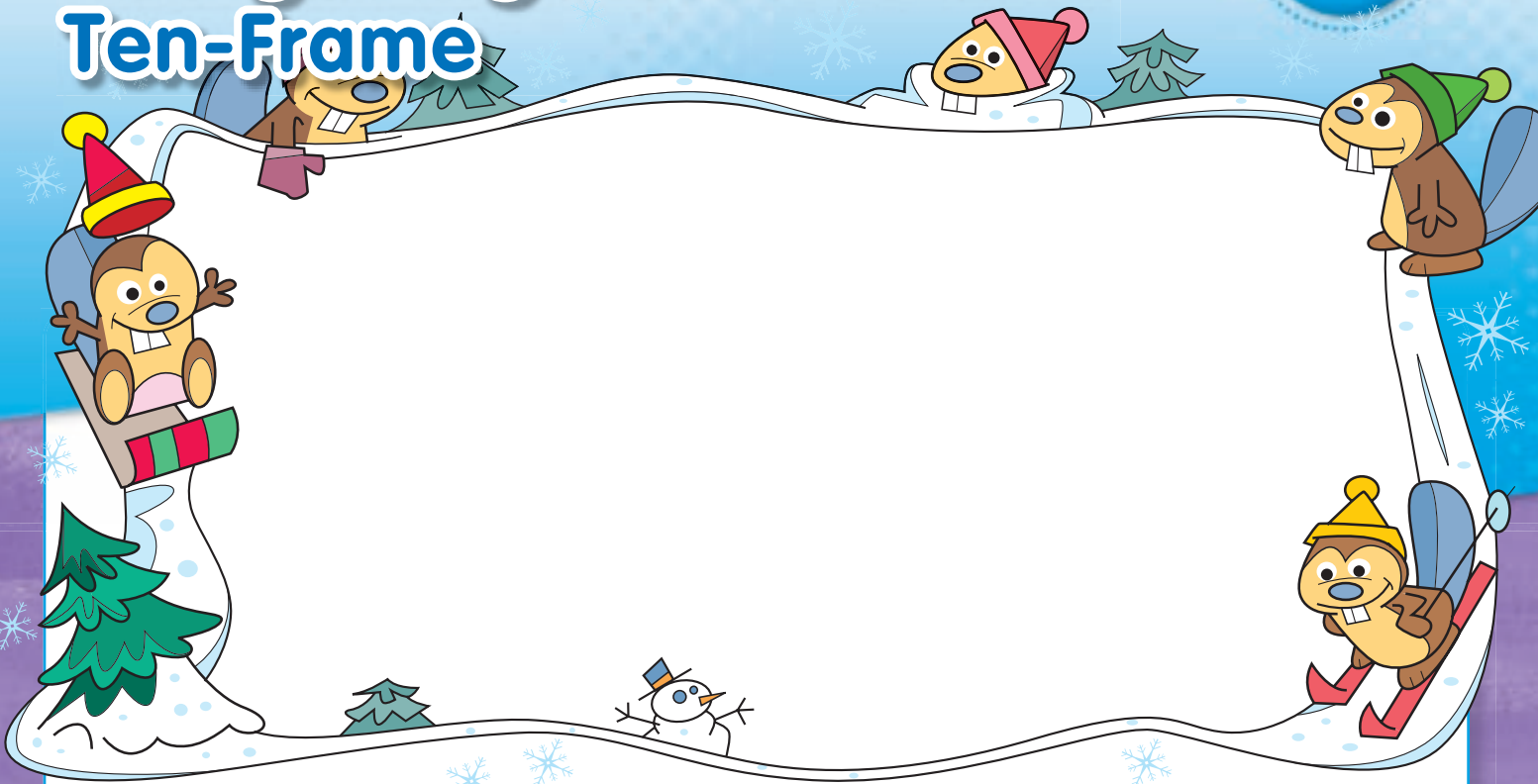
12.  **Journal** Write a number between 1 and 10.

Draw counters in the ten-frame to show the number.



Name \_\_\_\_\_

# Recognizing Numbers on a Ten-Frame



1.


5 and \_\_\_\_\_ is \_\_\_\_\_.

2.


5 and \_\_\_\_\_ is \_\_\_\_\_.

3.


5 and \_\_\_\_\_ is \_\_\_\_\_.

4.


5 and \_\_\_\_\_ is \_\_\_\_\_.

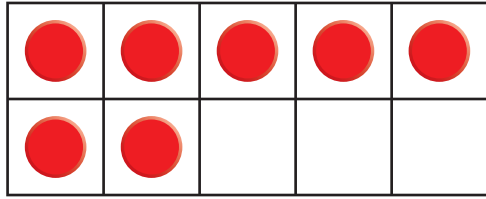


**Home Connection** Your child learned to recognize numbers on a ten-frame, noting the relationship of those numbers to 5 and 10.

**Home Activity** Hold up 9 fingers. Ask your child to tell you how many fingers you have up and how they know. Encourage them to relate the number 9 to 5 and 10. (For example, 5 and 4 is 9, 1 away from 10 is 9.)

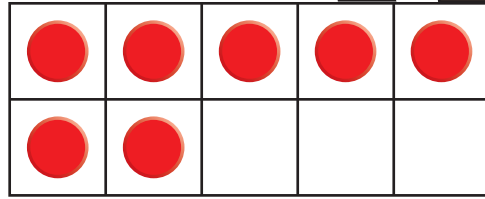
**NS I.3** Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as  $4 + 4$ ,  $5 + 3$ ,  $2 + 2 + 2 + 2$ ,  $10 - 2$ ,  $11 - 3$ ).

What number is this?

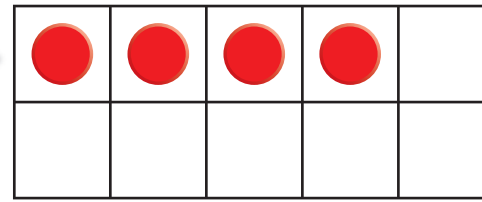


The number is more than 5.

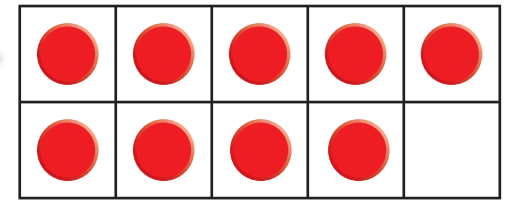
7 is 2 away from 5.



7



4



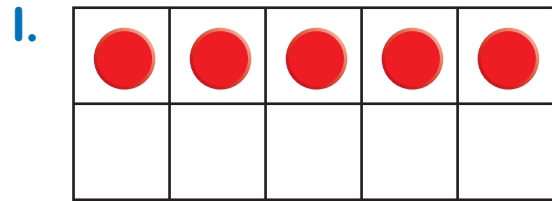
9

The number is less than 5. It is 1 away from 5.

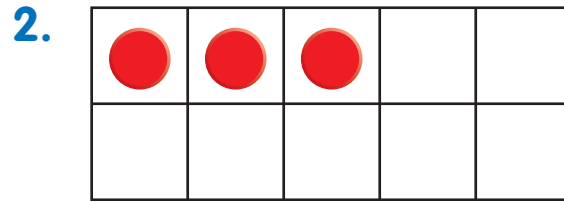
The number is less than 10. It is 1 away from 10.

### Guided Practice

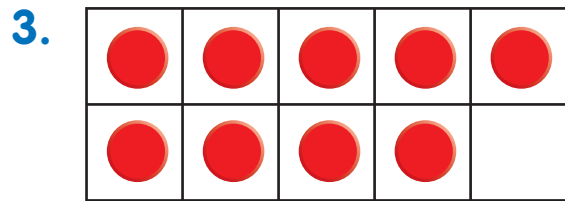
Write the number shown on each ten-frame.



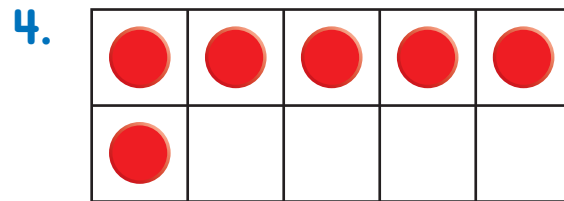
5



\_\_\_\_\_



\_\_\_\_\_

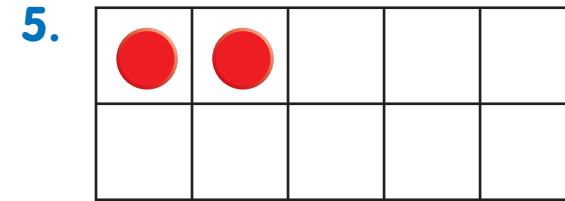


\_\_\_\_\_

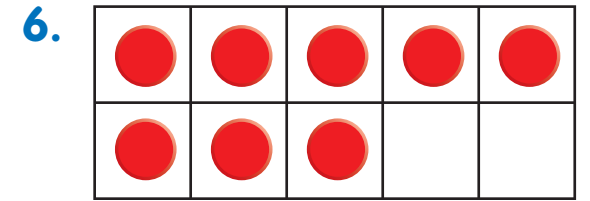
**Do you understand?** Kurt says 5 and 3 is 8. Daisy says 2 away from 10 is 8. Who is correct? Explain.

### Independent Practice

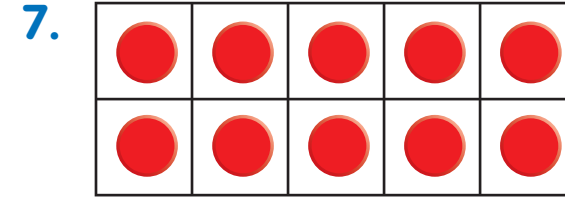
Write the number shown on each ten-frame.



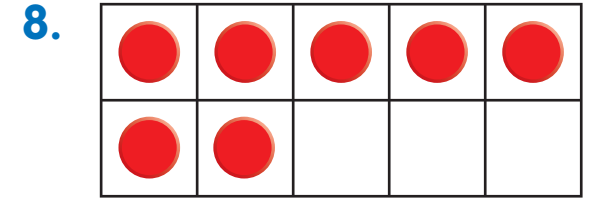
\_\_\_\_\_



\_\_\_\_\_



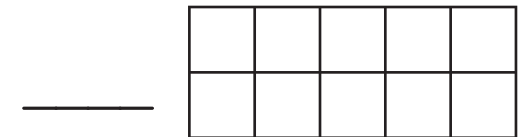
\_\_\_\_\_



\_\_\_\_\_

**Spatial Thinking** Draw counters. Write the number.

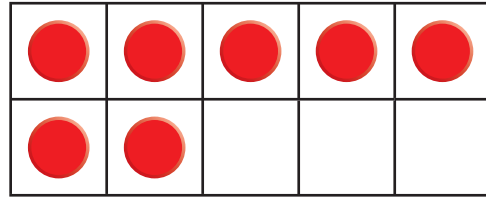
9. Carrie uses a ten-frame. She shows 5 and 1 more. What number does she show?



## Problem Solving

Solve the problems below.

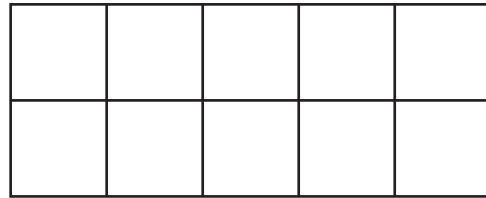
10. Alex wrote about the ten-frame. Circle what Alex should have written.



2 away from 10 is 7.

5 and 2 is 7.

11. Wendy says the ten-frame shows 5 and 4 more. Stan says it shows 1 away from 10. Draw the counters. What is the number in the ten-frame?




9

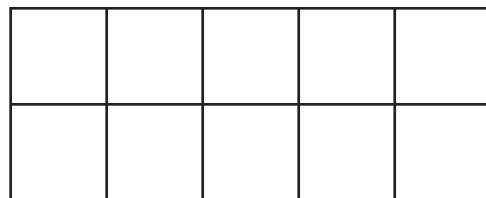
8

6

4

12.  **Journal** Pick a number between 5 and 10. Draw it in the ten-frame. Fill in the clue to describe the number.

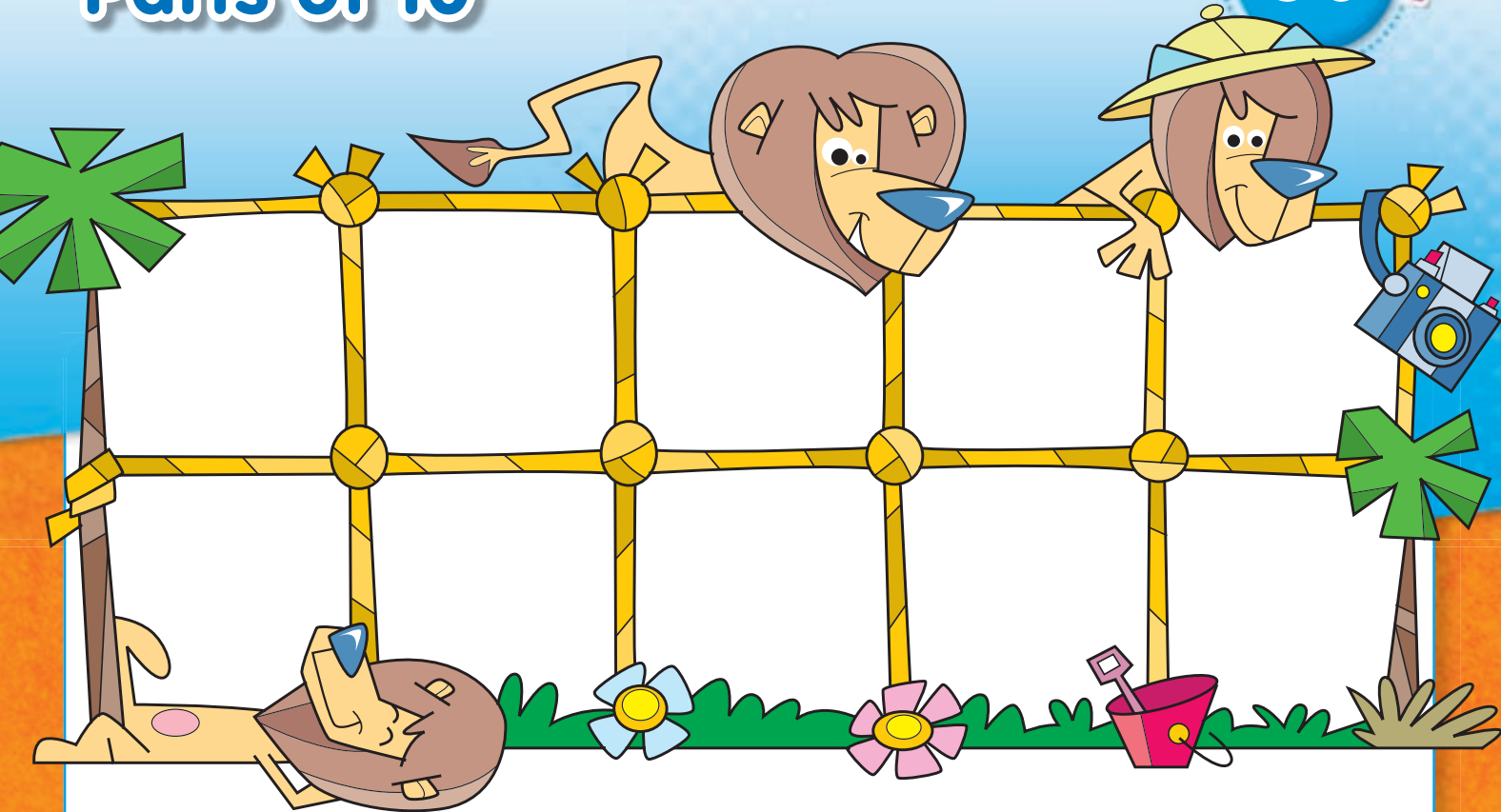
5 and \_\_\_\_\_ is \_\_\_\_\_.





Name \_\_\_\_\_

# Parts of 10



1. 10 is \_\_\_\_\_ and \_\_\_\_\_.

2. 10 is \_\_\_\_\_ and \_\_\_\_\_.

3. 10 is \_\_\_\_\_ and \_\_\_\_\_.

4. 10 is \_\_\_\_\_ and \_\_\_\_\_.

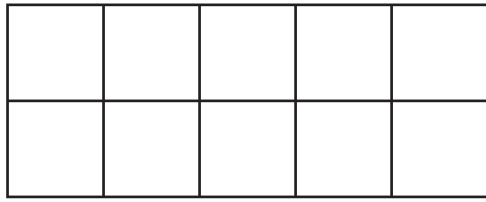


**Home Connection** Your child showed 10 as two parts.

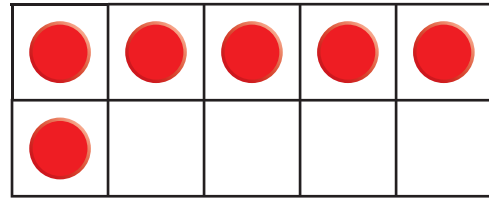
**Home Activity** To show 6 and 4 as parts of 10, hold up 6 fingers. Have your child tell how many fingers are up and how many fingers are down. Repeat with a different number.

**NS 1.3** Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as  $4 + 4$ ,  $5 + 3$ ,  $2 + 2 + 2 + 2$ ,  $10 - 2$ ,  $11 - 3$ ).

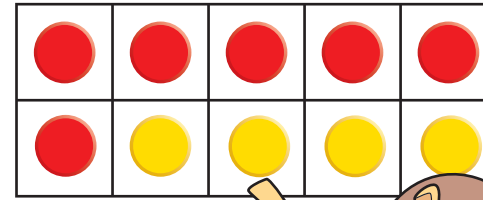
You can use a ten-frame to show parts of 10.



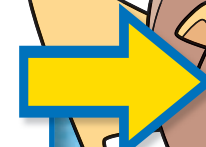
6 is one part.



4 is the other part.



6 red and 4 yellow.

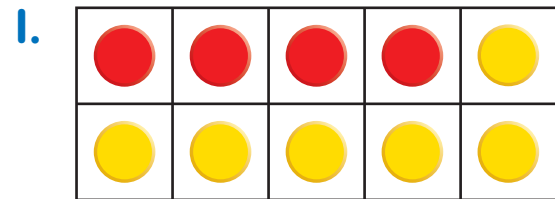


10 is the whole.

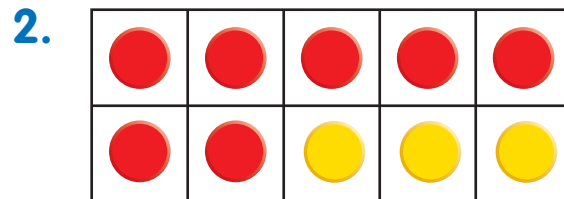
10 is 6 and 4.  
 ↑        ↑        ↑  
 whole    part    part

### Guided Practice

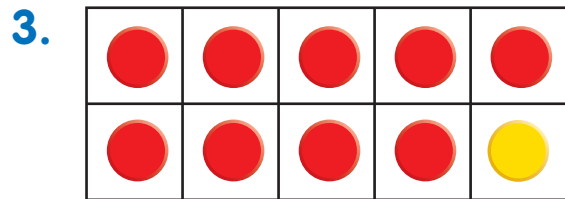
Write the numbers that show ways to make 10.



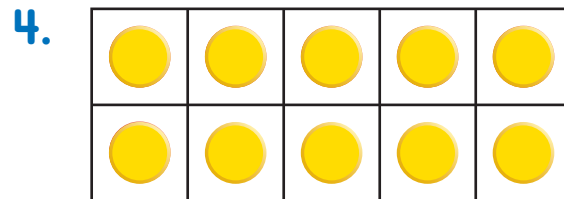
10 is 4 and 6.



10 is \_\_\_\_\_ and \_\_\_\_\_.

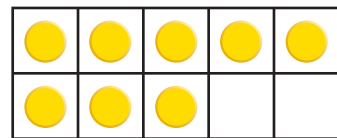


10 is \_\_\_\_\_ and \_\_\_\_\_.



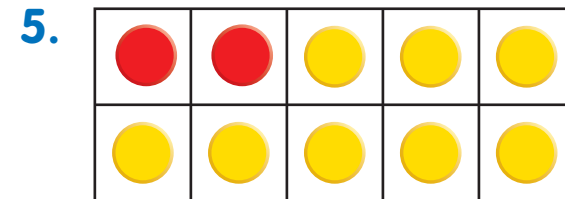
10 is \_\_\_\_\_ and \_\_\_\_\_.

**Do you understand?** How many more counters do you need to make 10? How do you know?

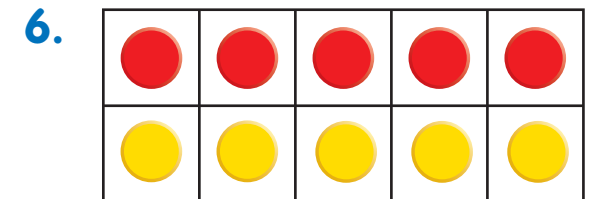


### Independent Practice

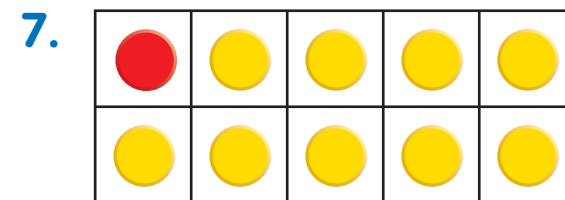
Write the numbers that show ways to make 10.



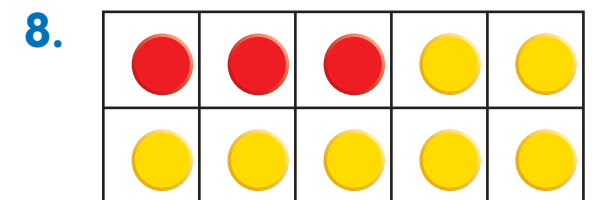
10 is \_\_\_\_\_ and \_\_\_\_\_.



10 is \_\_\_\_\_ and \_\_\_\_\_.



10 is \_\_\_\_\_ and \_\_\_\_\_.



10 is \_\_\_\_\_ and \_\_\_\_\_.

**Spatial Thinking** Use the ten-frame.

9. Gail has some green grapes. Will has the same number of black grapes. They have 10 grapes in all. Draw Gail's and Will's grapes.



## Problem Solving

Solve the problems below.

10. Dan and Donna have 10 hats altogether. Dan has 7 hats. How many hats does Donna have? Use the ten-frame to solve.


10 is 7 and \_\_\_\_\_.

\_\_\_\_\_ hats


11. Which numbers are parts of 10? Use the ten-frame to solve.


1 and 9

2 and 5

4 and 4

6 and 3

12.  **Journal** Shane has 10 blue and green crayons. Some crayons are blue. 6 are green. Draw Shane's crayons. Write numbers to match the picture.

10 is \_\_\_\_\_ and \_\_\_\_\_.

Name \_\_\_\_\_

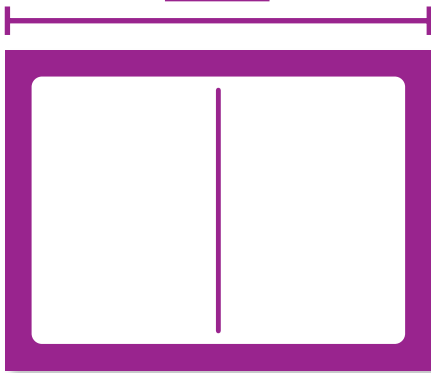
# Finding Missing Parts of 10

10



10

1.



\_\_\_\_\_

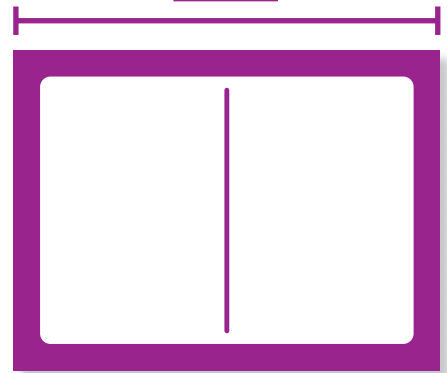
part I know

\_\_\_\_\_

missing part

10

2.



\_\_\_\_\_

part I know

\_\_\_\_\_

missing part



**Home Connection** Your child used a part of 10 to find the other part.

**Home Activity** Collect 10 small items, such as buttons, paper clips, or pennies. Ask your child to count them to confirm that there are 10. Then cover some of them with your hand. Have your child find how many items are in the covered part.

**NS 1.3** Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as  $4 + 4$ ,  $5 + 3$ ,  $2 + 2 + 2 + 2$ ,  $10 - 2$ ,  $11 - 3$ ).

There are 10 balls.  
Some are hidden.



You know the whole.

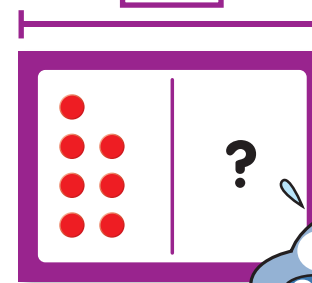
10  
whole



There are  
10 balls  
in all.

You know a part.

10  
7  
part I know

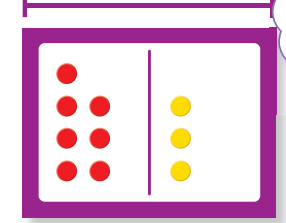


What is the  
missing  
part?



Show the missing part.

10  
7 3  
part I know missing part



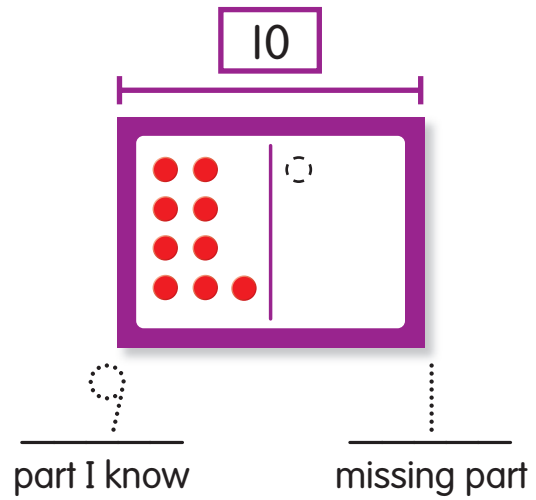
10 is 7  
and 3.



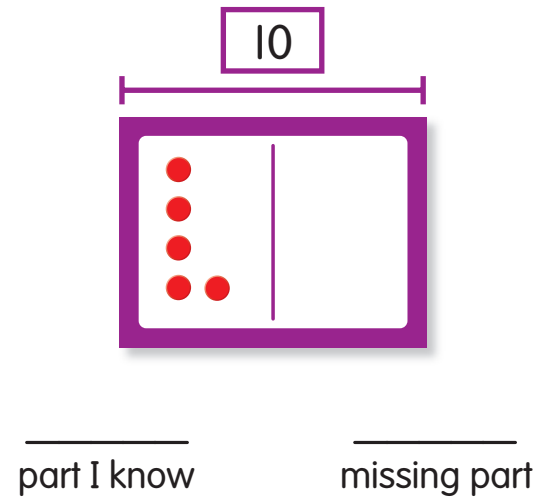
### Guided Practice

Draw the missing part. Write the numbers.

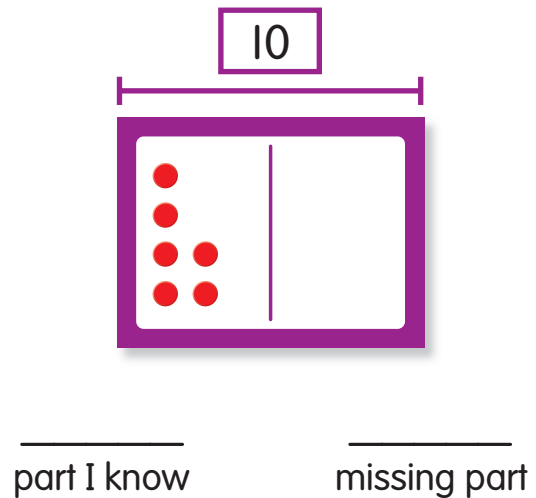
1.



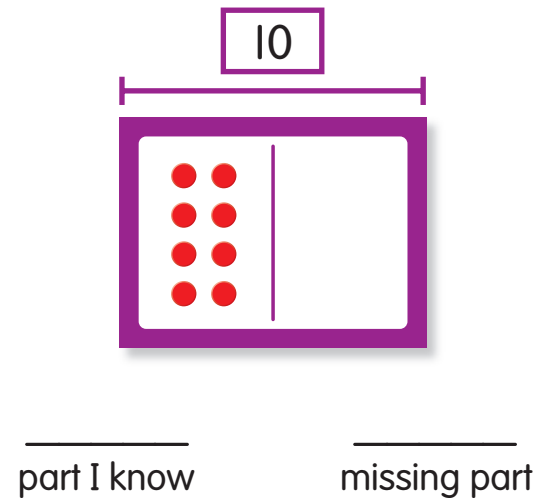
2.



3.



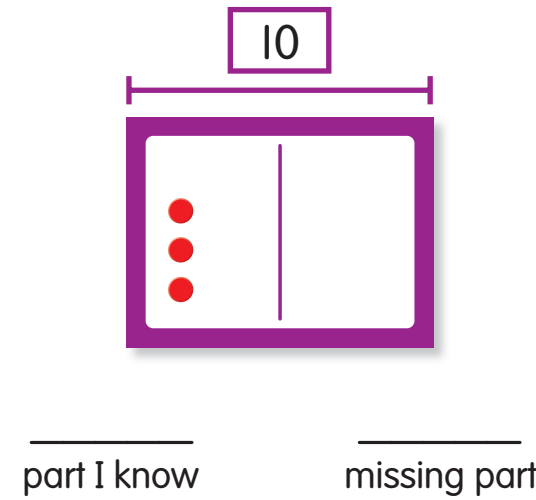
4.



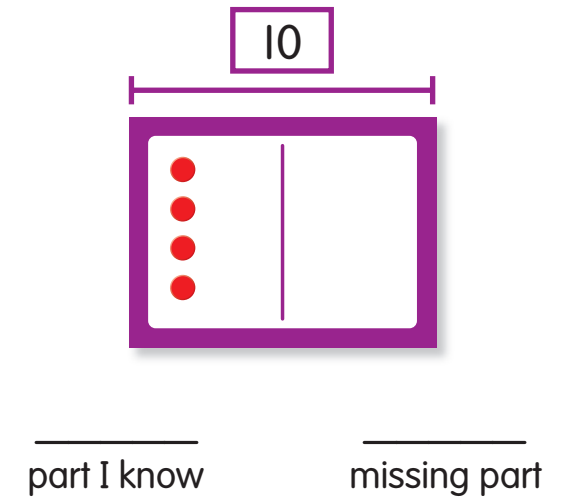
### Independent Practice

Draw the missing part. Write the numbers.

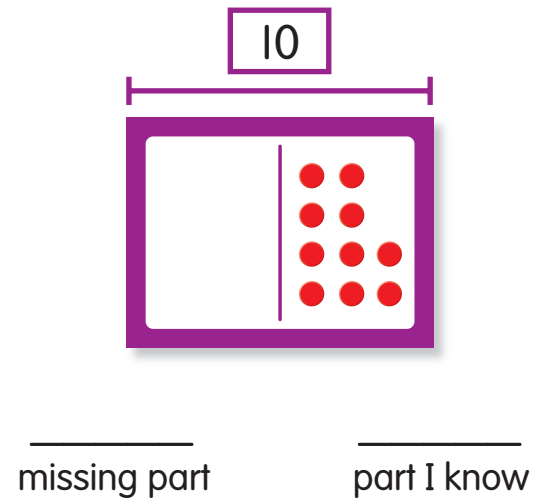
5.



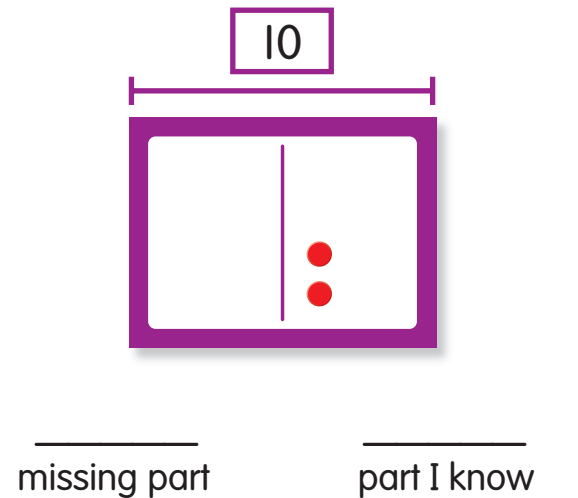
6.



7.



8.

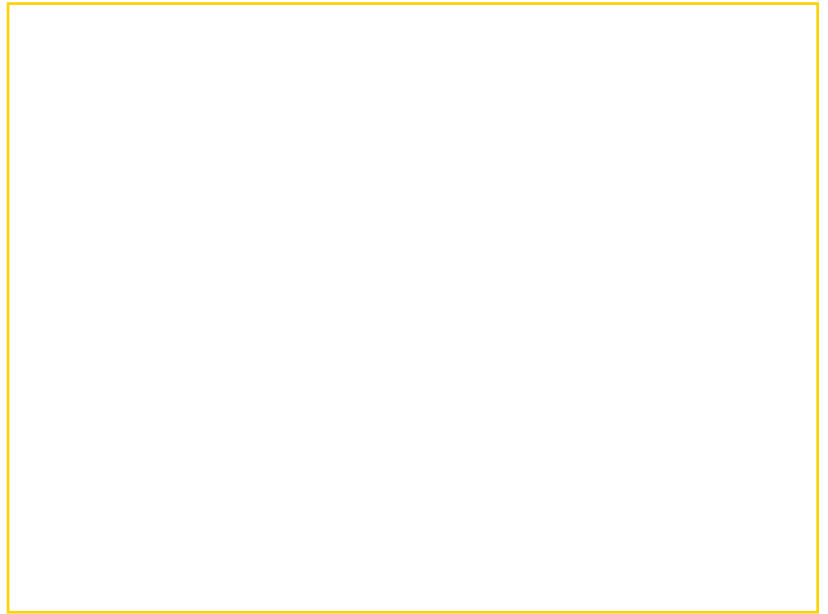


## Problem Solving

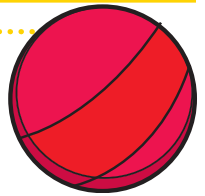
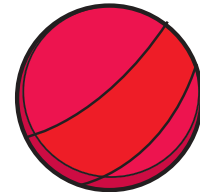
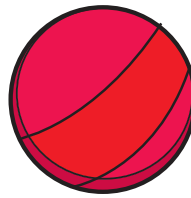
Solve the problems below.

9. There are 10 people on the beach.  
8 are on the sand.  
How many people are swimming?  
Draw a picture to solve.

\_\_\_\_\_ people



10. Helen saw 10 balls.  
Some are yellow. 3 are red.  
How many balls are yellow?



2



3



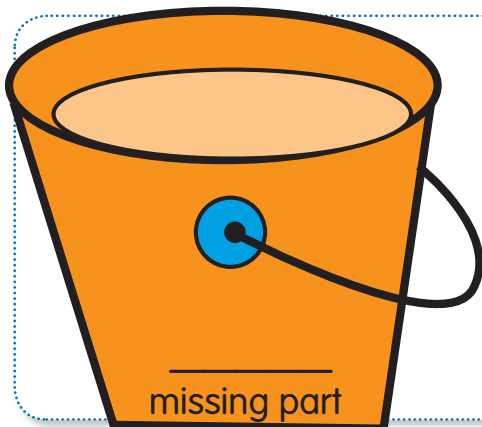
7



10



11. **Journal** There are 10 shells. Some shells are inside the pail.  
Draw some shells outside the pail. Write the parts.



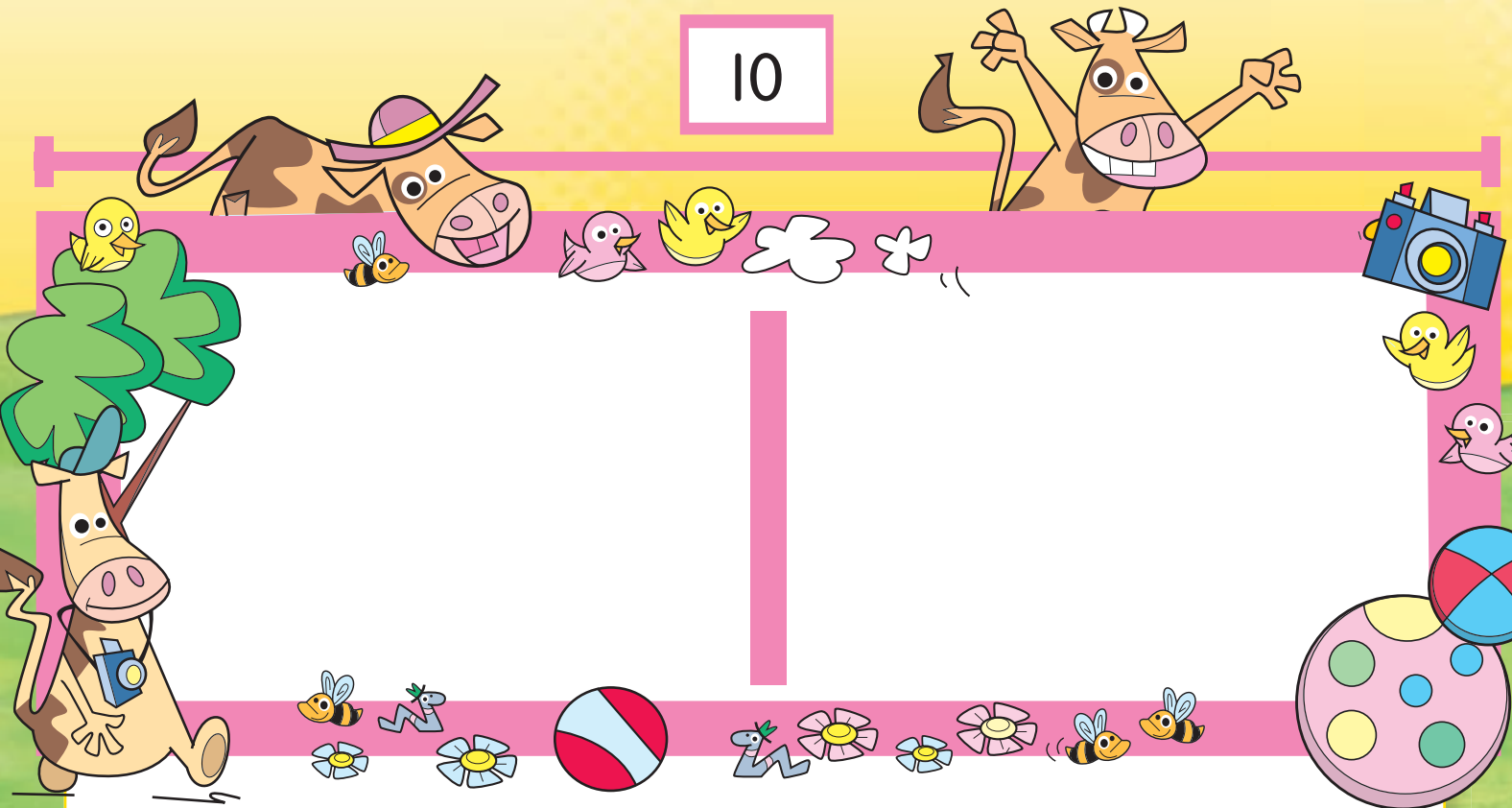
\_\_\_\_\_ part I know

Name \_\_\_\_\_

Problem Solving

# Make a Table

10





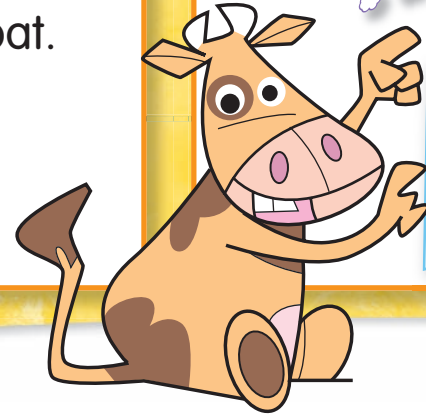

**Home Connection** Your child used a table to organize information to solve problems.

**Home Activity** Give your child 10 pennies and ask him or her to show you some different ways to show 10. Have your child share how to list the ways in a table.

**MR 2.1** Explain the reasoning used and justify the procedures selected. Also **NS 1.3, SDAP 1.0.**

### Read and Understand

The bears and lions want to cross the sea. Only 10 animals can fit on the boat. Show the ways they can go on the boat.



### Plan

I can make a table to show how many bears and how many lions.

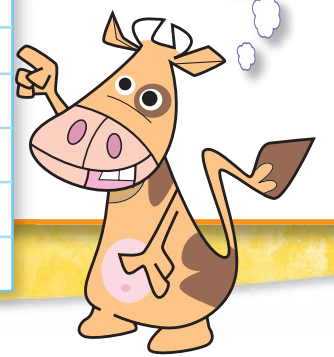
Bears	Lions
0	10
1	9

### Solve, Look Back, and Check

The table shows all the ways the bears and lions can go on the boat.

Bears	Lions
0	10
1	9
2	8
3	7
4	6
5	5
6	4
7	3
8	2
9	1
10	0

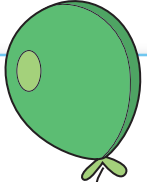
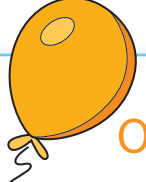
In each row, the parts add up to 10.



### Guided Practice

Make a table to solve the problems.

- Manuel buys 5 balloons. He can pick from green and orange. Show the ways he can pick the balloons.

 Green	 Orange
0	5

- If Manuel buys 3 green balloons, how many orange balloons does he buy?

\_\_\_\_\_ orange balloons

**Do you understand?** How do you know you found all the ways Manuel can pick his balloons?


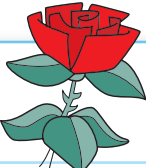
### Independent Practice

Complete the table to solve the problems.

- Julie is planting 10 flowers. She can pick from tulips and roses. Julie started to show the ways she can plant the flowers. Finish Julie's table.

- If Julie plants 4 tulips, how many roses does she plant?

\_\_\_\_\_ roses

 Tulips	 Roses
5	
	6
2	
	10
9	
3	
7	
	4
1	
	2



## Problem Solving

Solve the problems below.

5. The girls play a game with these number cards. Show 3 ways they can make 5. Make a table to solve the problem.

First number card	Second number card

1

0

2

3

5

4

6. Jack has some books and some toys. He sells 10 items at a yard sale. If he sells 7 books, how many toys does he sell?

Toys	Books
0	10
1	9
2	8
3	7
4	6
5	5
6	4
7	3
8	2
9	1
10	0

4 toys

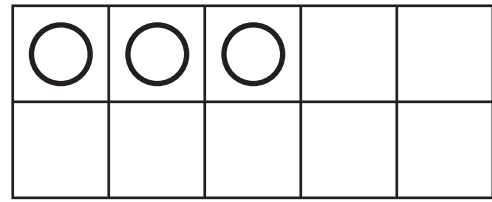
5 toys

3 toys

7 toys

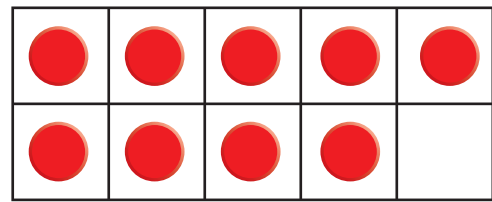
7.  **Journal** Explain how you solved Exercise 5 above.

1



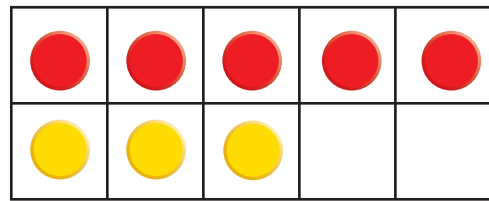
- 10       8       7       2

2



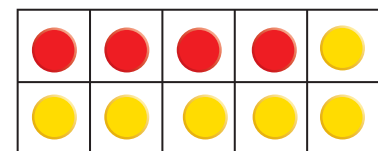
- 4       8       9       10

3



- 1 away from 10 is 8.  
 5 and 2 is 8.  
 3 away from 10 is 8.  
 5 and 3 is 8.

4

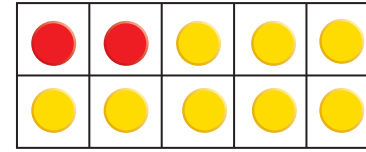


- 4 and 3       4 and 5       4 and 6       4 and 7

**Oral Directions** Say: Mark the correct answer. **1.** Noah drew 3 counters on a ten-frame. How many more counters does he need to draw to make 10? **2.** Which number does the ten-frame show? **3.** Which sentence describes the ten-frame? **4.** Which numbers are parts of 10?

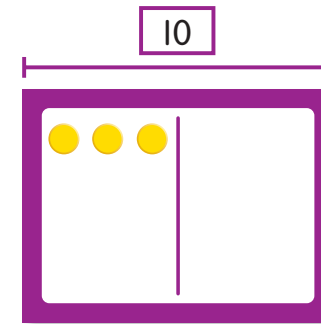
Name \_\_\_\_\_

5



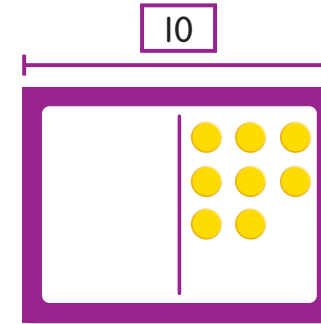
- 10 is 8 and 1.       10 is 8 and 3.       10 is 2 and 7.       10 is 2 and 8.

6



- 6  
 7  
 8  
 9

7



- 10  
 8  
 4  
 2

8

oranges	apples
0	5
1	4
2	3
3	2
4	1
5	0

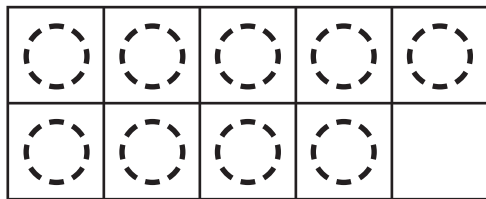
- 2  
 3  
 4  
 5

**Oral Directions** Say: Mark the correct answer. **5.** Which is a way to make 10? **6–7.** Which is the missing part? **8.** Hannah wants to buy 5 fruits. If Hannah buys 3 apples, how many oranges can she buy?

### Set A

You can use a ten-frame to show numbers.

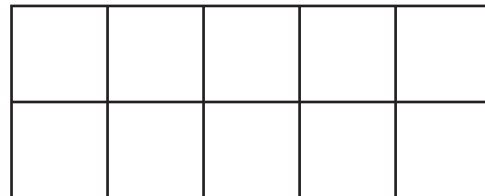
Draw counters to show 9.



Draw counters in the ten-frame to show each number.

1

6



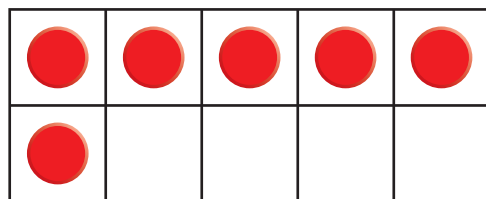
2

10



### Set B

What number is shown on the ten-frame?

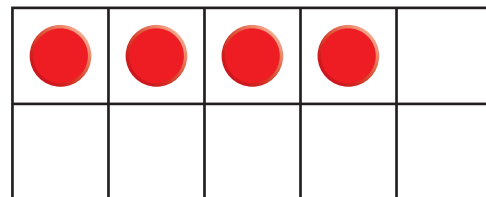


5 and 1 more is 6.

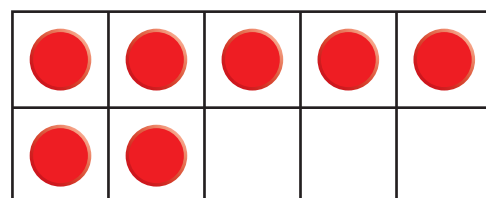
6

Write the number shown on each ten-frame.

3

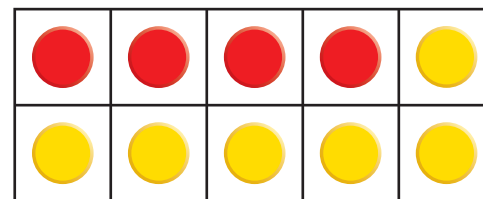


4



### Set C

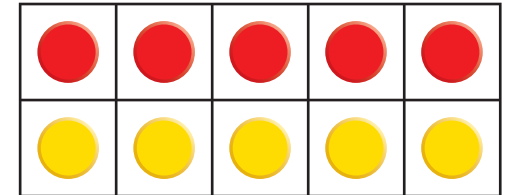
You can use a ten-frame to show parts of 10.



10 is 4 and 6.

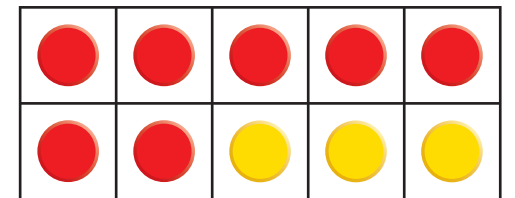
Solve the problems below.

5



10 is \_\_\_\_\_ and \_\_\_\_\_.

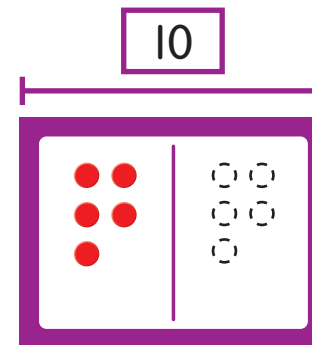
6



10 is \_\_\_\_\_ and \_\_\_\_\_.

### Set D

Use the part you know to find the missing part.

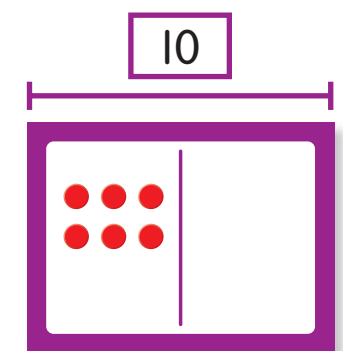


5  
part I know

5  
missing part

Solve the problem below.

7



\_\_\_\_\_  
part I know      \_\_\_\_\_  
missing part