

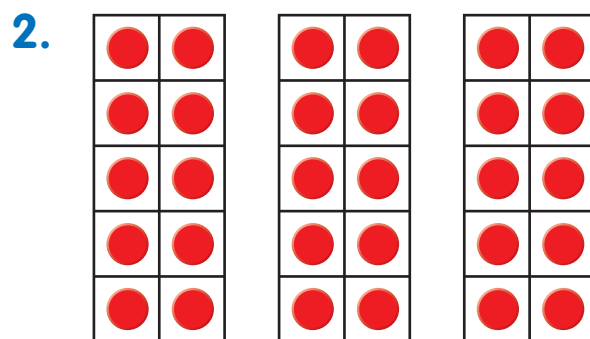
# Tens and Ones

## Review What You Know

Count. Write how many.

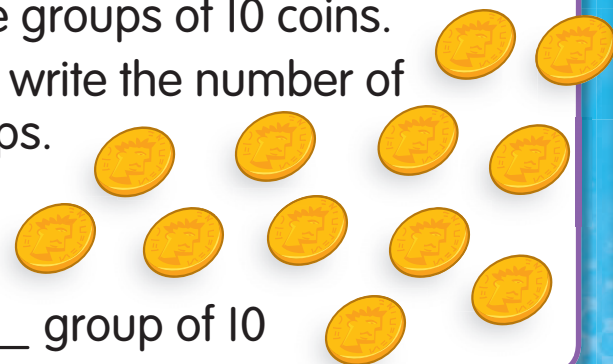


\_\_\_\_\_



\_\_\_\_\_

3. Circle groups of 10 coins. Then write the number of groups.



\_\_\_\_\_ group of 10



## Home-School Connection

Dear Family,

Today my class started Topic 12, **Tens and Ones**. I will learn how to show numbers as tens and ones. Here are some of the new math words I will be learning and some things we can do to help me with my math.

Love, \_\_\_\_\_

### Book to Read

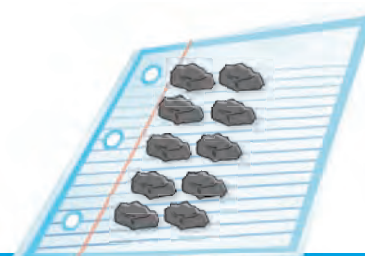
Reading math stories reinforces concepts. Look for this title in your local library:

**A Fair Bear Share**  
by Stuart J. Murphy  
(HarperTrophy, 1998)



### Home Activity

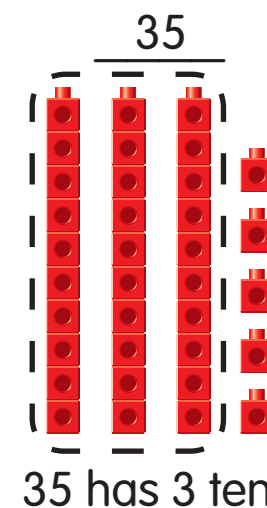
Count 100 small objects with your child, such as popcorn kernels or pebbles. Work with your child to arrange the objects in groups of ten. Glue the groups of ten in place on popsicle sticks, index cards, or construction paper.



## My New Math Words

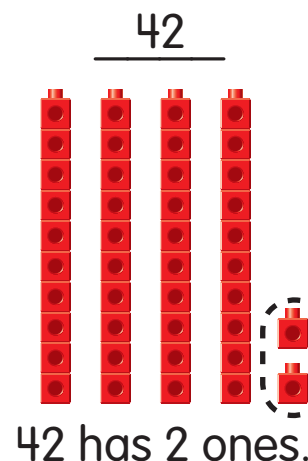
### tens

The tens digit shows how many groups of 10 are in a number.



### ones

The ones digit shows how many ones are in a number.



Number of players: 2

### How to Play

1. Take turns. Place your markers on 1. Toss the number cube. Move your marker that many spaces.
2. Find the number that is 10 more. Move your marker to that number. Now the next player tosses the cube. Keep playing until you reach 100.
3. Now start at 100. Toss the number cube. Move that many spaces.
4. Move your marker to the number that is 10 less.
5. Keep playing until you reach 1.

## Tens on the Hundred Chart

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
61	62	63	64	65	66	67	68	69	70
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

### What You Need



number cube 1–6

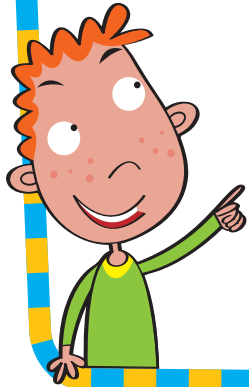
2 game markers ● ●



Name \_\_\_\_\_



# Counting with Groups of 10 and Leftovers



1. \_\_\_\_\_ is \_\_\_\_\_ groups of 10 and \_\_\_\_\_ left over.

---

2. \_\_\_\_\_ is \_\_\_\_\_ groups of 10 and \_\_\_\_\_ left over.

---

3. \_\_\_\_\_ is \_\_\_\_\_ groups of 10 and \_\_\_\_\_ left over.



**Home Connection** Your child counted cubes by ones and arranged them into groups of ten and leftover ones.  
**Home Activity** Give your child many small objects to count such as pennies or paper clips. Ask him or her to count them by ones and then place them into groups of ten and leftovers.

**NS 1.4** Count and group objects in ones and tens (e.g., three groups of 10 and 4 equals 34, or  $30 + 4$ ).

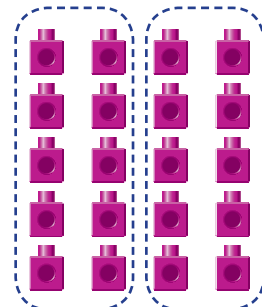
Count 23 cubes.



How many groups of 10 are there?  
How many are left over?

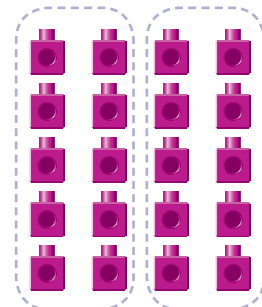


You can make groups of 10.



I can make 2 groups of 10.

Count how many are left over.



There are 3 left.

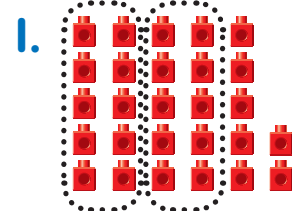
So, 23 is 2 groups of 10 and 3 left over.

23 is 2 groups of 10  
and 3 left over.

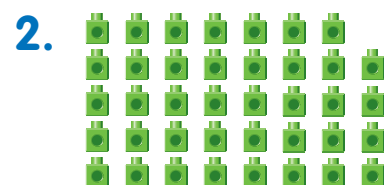


### Guided Practice

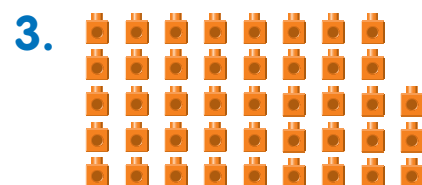
Circle groups of 10.  
Write the numbers.



27 is 2 groups of 10 and 7 left over.



\_\_\_\_\_ is \_\_\_\_\_ groups of 10 and \_\_\_\_\_ left over.

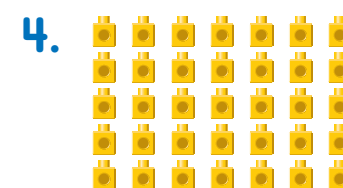


\_\_\_\_\_ is \_\_\_\_\_ groups of 10 and \_\_\_\_\_ left over.

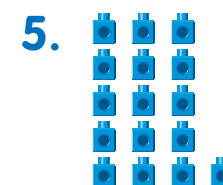
**Do you understand?** Why does 37 have 3 groups of 10 and not 4 groups of 10?

### Independent Practice

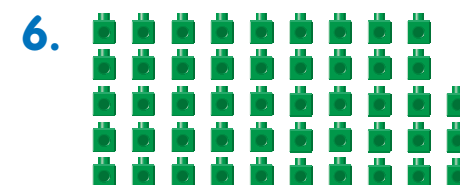
Circle groups of 10.  
Write the number.



3 groups of 10 and 5 left over is \_\_\_\_\_.



1 group of 10 and 6 left over is \_\_\_\_\_.



4 groups of 10 and 8 left over is \_\_\_\_\_.

**Number Sense** Write the missing number.

7. \_\_\_\_\_ is 1 group of 10 and 2 left over.

8. 31 is \_\_\_\_\_ groups of 10 and 1 left over.



## Problem Solving

Solve the problems below.

9. The monkeys have 32 bananas. 10 bananas are in each bunch. Draw a picture to solve. Write the numbers.

How many bunches are there? \_\_\_\_\_

How many bananas are left over? \_\_\_\_\_



10. There are 5 bunches of grapes at the store. Each bunch has 10 grapes. How many grapes are there in all?

55



50




15

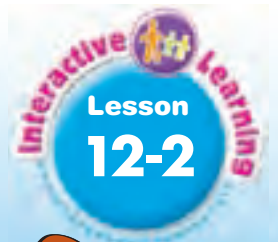


5

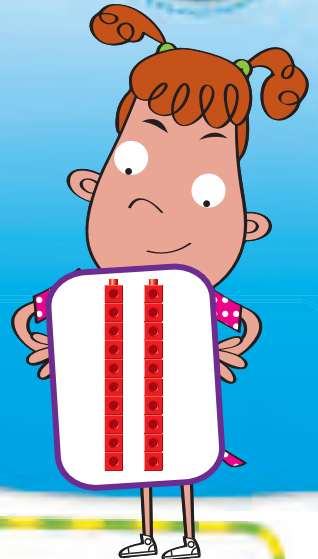


11.  **Journal** Draw and label a picture to show the story. Nicole picked 24 flowers. She put each group of 10 flowers into a vase. She gave the leftover flowers to her teacher.

Name \_\_\_\_\_



# Numbers Made with Tens



\_\_\_\_\_ tens is \_\_\_\_\_.

\_\_\_\_\_ tens is \_\_\_\_\_.

\_\_\_\_\_ tens is \_\_\_\_\_.

\_\_\_\_\_ tens is \_\_\_\_\_.



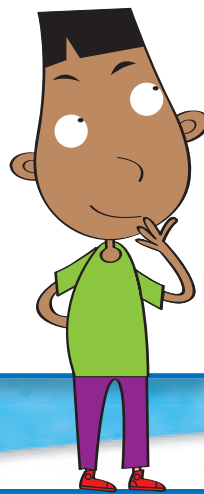
**Home Connection** Your child used groups of ten connecting cubes to relate a number of tens to its corresponding decade number (10, 20, 30, and so on).

**Home Activity** Say a number of tens (from 1 ten to 9 tens) and ask your child to tell you how many that is in all. For example, 2 tens is 20.

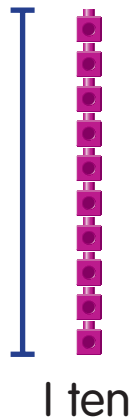
**NS 1.4** Count and group objects in ones and tens (e.g., three groups of 10 and 4 equals 34, or  $30 + 4$ ).



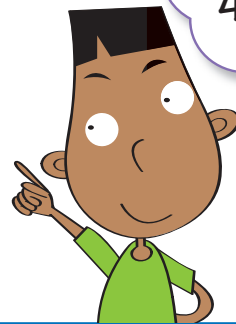
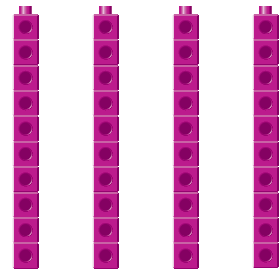
You can use 10 cubes to make 1 ten.



10 cubes

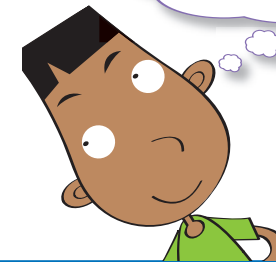
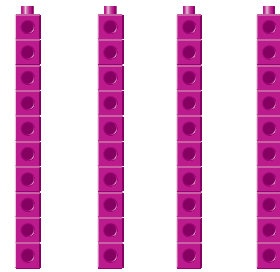


Here are 4 **tens**.



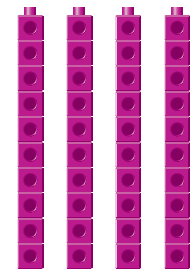
1 ten,  
2 tens,  
3 tens,  
4 tens.

Skip count by 10s to find the number of cubes.



10, 20, 30, 40

There are 40 cubes in all.

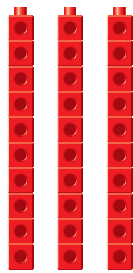


4 tens is 40.

### Guided Practice

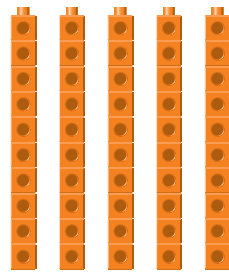
Count by 10s.  
Write the numbers.

1.



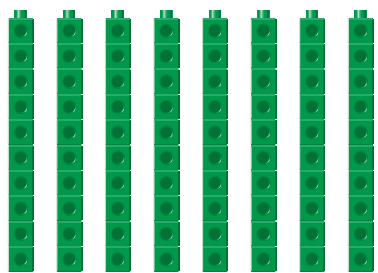
3 tens is 30.

2.



       tens is       .

3.



       tens is       .

4.



       ten is       .

**Do you understand?** How many tens are in 90?  
How do you know?

### Independent Practice

Count by 10s. Draw the cubes.  
Write the numbers.

5.

2 tens is       .

6.

7 tens is       .

7.

9 tens is       .

8.

6 tens is       .

**Algebra** Write the missing number to complete the pattern.

9.

0, 10, 20,       , 40, 50, 60

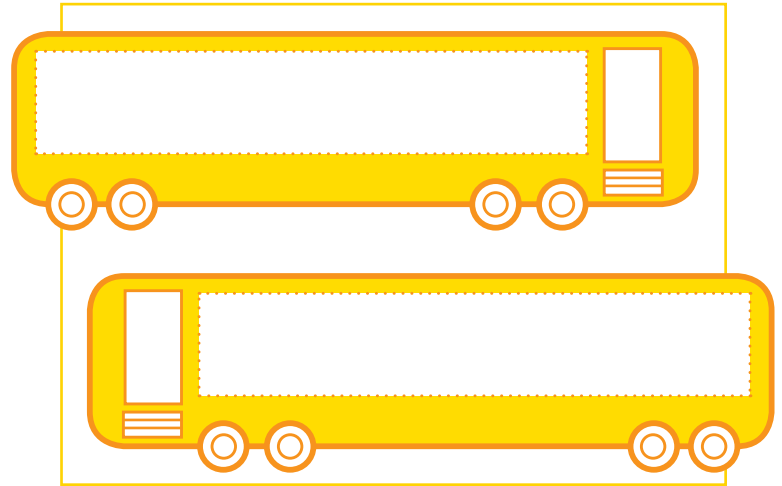
**Word Bank**  
tens

## Problem Solving

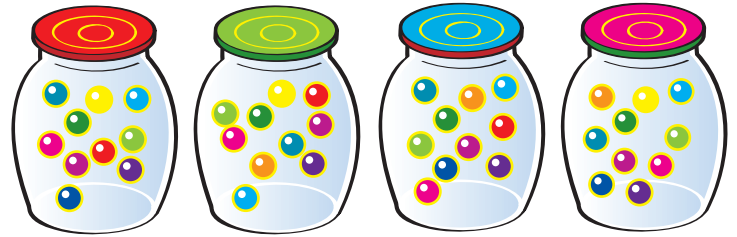
Solve the problems below.

10. There are 2 buses.  
10 people are in each bus.  
How many people ride in  
the buses? Count by 10s.  
Draw a picture to solve.

\_\_\_\_\_ people



11. Beth has 4 jars.  
Each jar has 10 balls in it.  
How many balls does Beth  
have in all?



4



14




40



50



12.  **Journal** Brian has a book.  
He reads 10 pages every day.  
Show how many pages Brian reads in 5 days.  
Use pictures, numbers, or words.



Name \_\_\_\_\_



# Tens and Ones

Tens	Ones



First I make tens.  
The cubes that are  
left over are the  
ones.

My guess: \_\_\_\_\_

Tens	Ones

\_\_\_\_\_

My guess: \_\_\_\_\_

Tens	Ones

\_\_\_\_\_

My guess: \_\_\_\_\_

Tens	Ones

\_\_\_\_\_

My guess: \_\_\_\_\_

Tens	Ones

\_\_\_\_\_



**Home Connection** Your child used connecting cubes to group and count by tens and ones. Then your child used the numbers of tens and ones to write a two-digit number.

**Home Activity** Write "3 tens and 4 ones". Ask your child what number that makes (34). Repeat with different numbers of tens and ones.

**NS I.4** Count and group objects in ones and tens (e.g., three groups of 10 and 4 equals 34, or  $30 + 4$ ).

35 stands for 3 tens and 5 ones.

The 3 in 35 is the **tens digit**. The 5 in 35 is the ones digit.

35 has 2 digits.

Tens	Ones
3 tens	5 ones

You can use a workmat to show the tens and ones.

Tens	Ones
3	5
35	

The tens digit goes on the left. The ones digit goes on the right.

### Guided Practice

Count the tens and ones. Then write the numbers.

1. 

Tens	Ones

 → 

Tens	Ones
3	8

38

2. 

Tens	Ones

 → 

Tens	Ones

     \_\_\_\_\_

3. 

Tens	Ones

 → 

Tens	Ones

     \_\_\_\_\_

**Do you understand?** How are these numbers alike? How are they different? 46 64

### Independent Practice

Count the tens and ones. Then write the numbers.

4. 

Tens	Ones

 → 

Tens	Ones

     \_\_\_\_\_

5. 

Tens	Ones

 → 

Tens	Ones

     \_\_\_\_\_

6. 

Tens	Ones

 → 

Tens	Ones

     \_\_\_\_\_

**Number Sense** Write the missing number.

7. \_\_\_\_\_ tens and 5 ones is the same as 45.

8. 6 tens and \_\_\_\_\_ ones is the same as 60.

**Word Bank**  
ones  
digit



## Problem Solving

Solve the problems below.

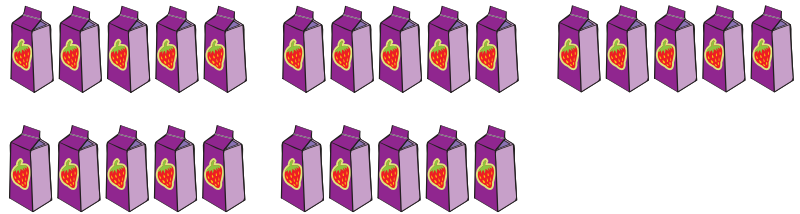
9. Sue has juice boxes for her party.  
She has 3 packages of 10.  
She has 7 extra boxes.

Tens	Ones

How many juice boxes does Sue have?  
Write the number of tens and ones.  
Write the total number of juice boxes.

\_\_\_\_\_

10. There are 25 juice cartons.  
Which model shows the  
number of juice cartons?



Tens	Ones
1	5

☐

Tens	Ones
2	5


☐

Tens	Ones
2	7

☐

Tens	Ones
5	2

☐

11.  **Journal** Draw some tens and ones.  
Write the number.

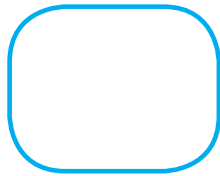
Name \_\_\_\_\_



# Ways to Make Numbers



Ways to Make

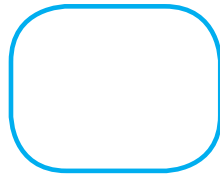


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Ways to Make



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

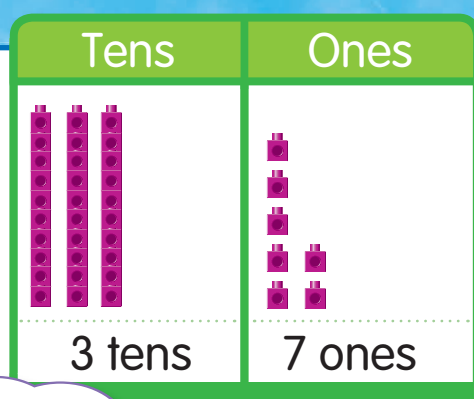


**Home Connection** Your child used connecting cubes to show the same number in different ways. Then he or she wrote addition sentences to show the number in expanded form.

**Home Activity** Write the expanded form of a number and ask your child to tell you the number. For example, write  $40 + 12 = 52$ ,  $10 + 35 = 45$ , or  $20 + 9 = 29$ .

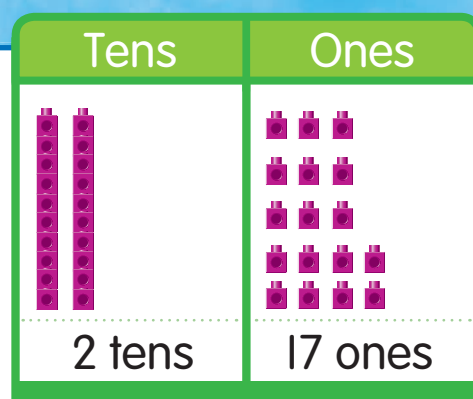
**NS 1.4** Count and group objects in ones and tens (e.g., three groups of 10 and 4 equals 34, or  $30 + 4$ ).





You can make 37 in different ways.

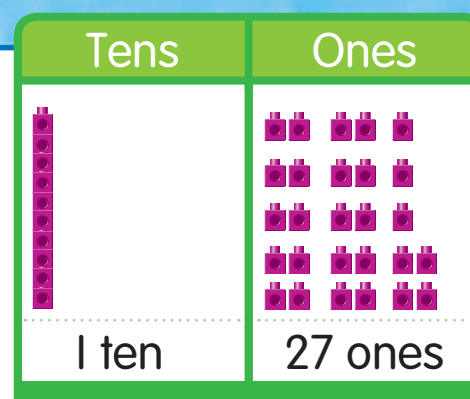
$$37 = 30 + 7$$



$$37 = 20 + 17$$



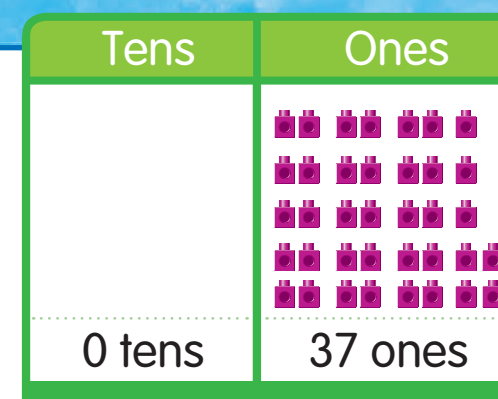
Break apart a ten to make 10 more ones.



$$37 = 10 + 27$$



Break another ten apart into ones.



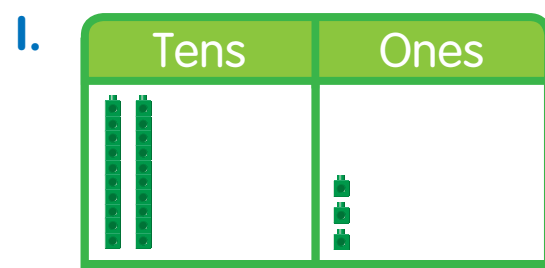
$$37 = 0 + 37$$



This is another way to make 37.

### Guided Practice

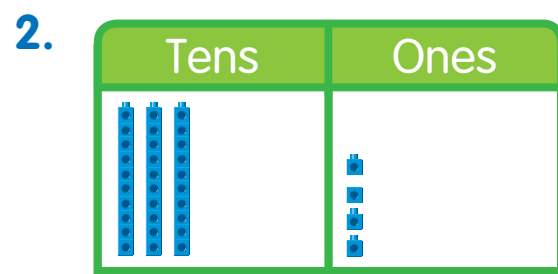
Use cubes to count the tens and the ones. Show two other ways to make the number.



$$23 = 20 + 3$$

$$23 = 10 + 13$$

$$23 = 0 + 23$$



$$34 = \underline{\quad} + \underline{\quad}$$

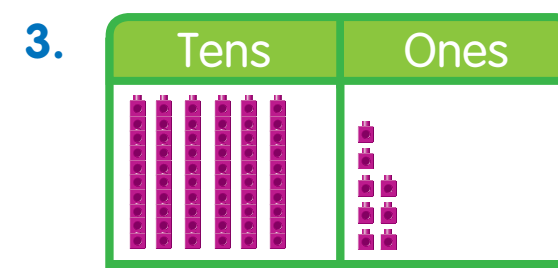
$$34 = \underline{\quad} + \underline{\quad}$$

$$34 = \underline{\quad} + \underline{\quad}$$

**Do you understand?** How are 2 tens and 6 ones the same as 1 ten and 16 ones?

### Independent Practice

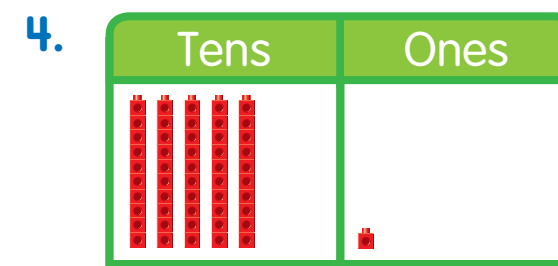
Use cubes to count the tens and the ones. Show two other ways to make the number.



$$68 = \underline{\quad} + \underline{\quad}$$

$$68 = \underline{\quad} + \underline{\quad}$$

$$68 = \underline{\quad} + \underline{\quad}$$



$$51 = \underline{\quad} + \underline{\quad}$$

$$51 = \underline{\quad} + \underline{\quad}$$

$$51 = \underline{\quad} + \underline{\quad}$$

**Algebra** Write the missing number.

5.  $46 = 20 + \underline{\quad}$

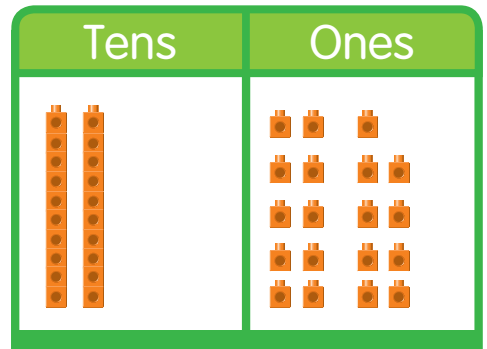
6.  $29 = \underline{\quad} + 9$

## Problem Solving

Use the workmat to solve.  
Write the number.  
Then write the addition sentence.

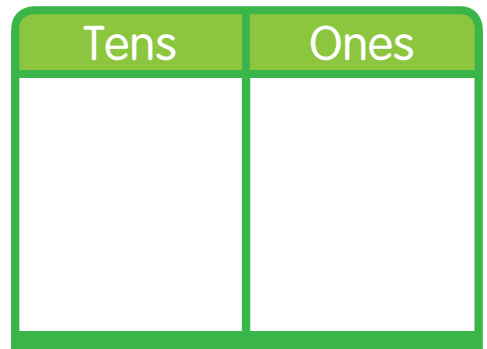
7. Carl made this model.  
What number is he showing? \_\_\_\_\_

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



8. On Kristin's workmat there  
are 3 tens and 12 ones.  
What number is she showing? \_\_\_\_\_

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



9. Which of these is NOT a way to  
show 35?

10 + 25



20 + 15




30 + 5



30 + 15



10.  **Journal** Make 32 as tens and ones.  
Write as many ways as you can.  
Use cubes to help.

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

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

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

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

Name \_\_\_\_\_



# Tens and Ones on a Hundred Chart

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
61	62	63	64	65	66	67	68	69	70
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, \_\_\_\_\_



**Home Connection** Your child found tens and ones patterns on the hundred chart. Your child learned to count by 10s from any number on the hundred chart.

**Home Activity** Practice counting by 10s from any number with your child. For example, start at 14 and count 14, 24, 34, 44, 54, 64, 74, 84, 94.

**NS 1.4** Count and group objects in ones and tens (e.g., three groups of 10 and 4 equals 34, or  $30 + 4$ ).



You can use a hundred chart to count by 10s from a number.

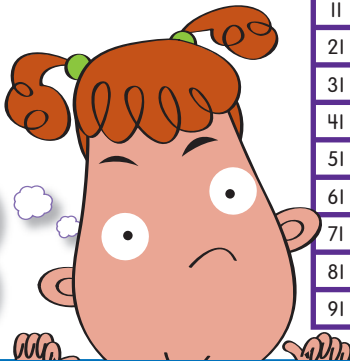
Start at 2.  
Move down  
the column.



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
61	62	63	64	65	66	67	68	69	70
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

The ones stay  
the same.  
The tens go  
up by 1.

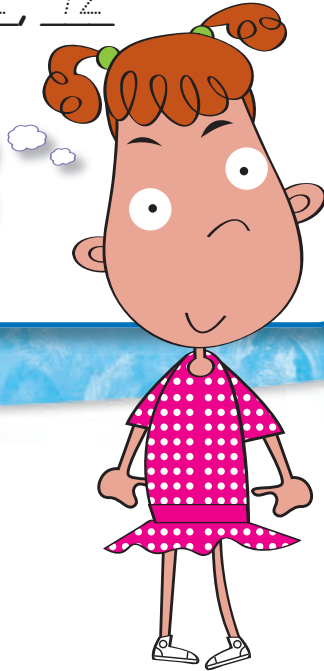
What patterns do you see  
in the column?



1	2	3	4
11	12	13	14
21	22	23	24
31	32	33	34
41	42	43	44
51	52	53	54
61	62	63	64
71	72	73	74
81	82	83	84
91	92	93	94

Count by 10s.  
2, 12, 22, 32, 42, 52,  
62, 72, 82, 92

I see the  
pattern in the  
numbers.



Guided Practice

1. Color the  
numbers you  
say when you  
start at 4 and  
count by 10s.

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
61	62	63	64	65	66	67	68	69	70
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

2. Start at 4.  
Count by 10s.  
Write the  
numbers.

4, 14, 24, 34, 44, 54, 64, 74, 84, 94

Do you understand? What pattern do you see when you count by 10s on a hundred chart?

Independent Practice

Start at the number given.  
Count by 10s.  
Use a hundred chart to help.

3. 7, 17, 27, 37, 47, 57, 67, 77, 87, 97

4. 1, 11, 21, 31, 41, 51, 61, 71, 81, 91

5. 5, 15, 25, 35, 45, 55, 65, 75, 85, 95

6. 8, 18, 28, 38, 48, 58, 68, 78, 88, 98

Algebra Use a hundred chart.  
Write the missing number.

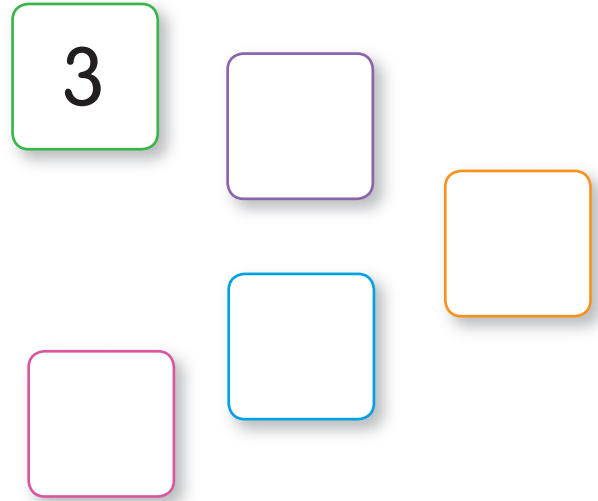
7. 9, 19, 29, 39

8. 3, 13, 23, 33

## Problem Solving

Use a hundred chart to solve.

9. Jim makes 5 number cards.  
He starts with 3.  
Then he counts by 10 to make  
the other cards.  
What numbers does Jim write?



10. Morgan counts by 10 when he  
jumps rope.  
He says 25, 35, 45.  
Which number does Morgan say next?



35



45




46



55



11.  **Journal** Pick a number from 1 through 9.  
Count by 10s from your number.  
Write the numbers.

Name \_\_\_\_\_

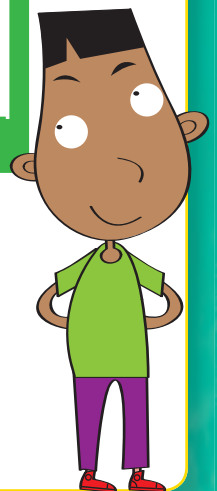
Problem Solving



# Make an Organized List



Tens	Ones



**Home Connection** Your child found different ways to make 42 with tens and ones and then used a table to make a list of the solutions.

**Home Activity** Ask your child to make a list of ways to make 28 with tens and ones.

**NS 1.4** Count and group objects in ones and tens (e.g., three groups of 10 and 4 equals 34, or  $30 + 4$ ).  
Also **MR 1.2**, **MR 2.2**.

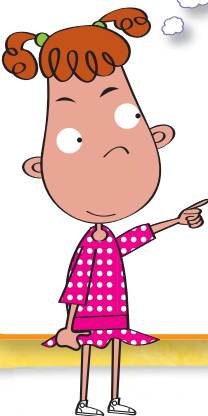
Read and Understand

How many ways can you show the number 38 with tens and ones?

38



Plan



I can make a list of all the different ways.

Tens	Ones



Solve

There are four ways to show 38 with tens and ones.

Tens	Ones
3	8
2	18
1	28
0	38

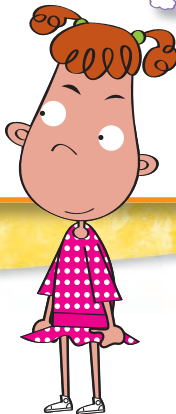


Look Back and Check

Skip count by 10s to check.

I count 38 for each way.

Tens	Ones
3	8
2	18
1	28
0	38



Guided Practice

Use cubes and make a list to solve.

1. Carl lists all the ways to show 25 as tens and ones. What ways did he show 25?
2. Andrea wants to show 31 as tens and ones. What are all the ways?

Tens	Ones
2	5

Tens	Ones

Do you understand? How do you know that you found all of the ways to show 25 in Exercise 1?

Independent Practice

Use cubes and make a list to solve.

3. Miranda lists all the ways to show 46 as tens and ones. What ways did she show 46?
4. Shane wants to show 33 as tens and ones. What are all the ways?

Tens	Ones

Tens	Ones



## Problem Solving

Make a list to solve.

5. Andrew says there are 4 ways to make 27 with tens and ones. Is he correct?

Yes

No

Tens	Ones

6. Connie's list shows ways to make 49, but she forgot one way. Which numbers are missing in her list?

Tens	Ones
4	9
3	19
1	39
0	49

3 and 29

☐

2 and 29


☐

2 and 19

☐

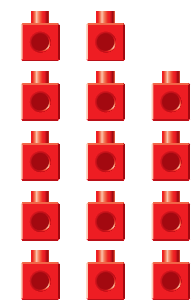
2 and 20

☐

7.  **Journal** Choose a number between 10 and 100. Find all the ways you can make the number with tens and ones. Make a list.

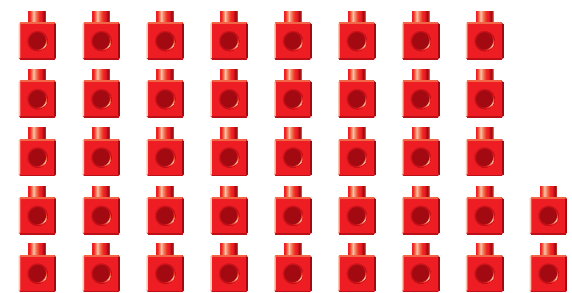
1

- ☐ 4
 ☐ 6
 ☐ 14
 ☐ 40



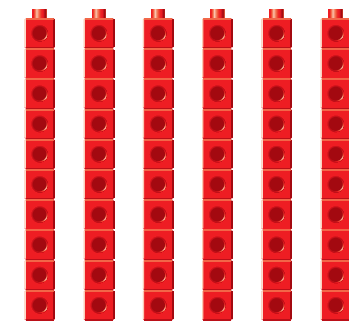
2

- ☐ 2
 ☐ 4
 ☐ 20
 ☐ 40



3

- ☐ 10
 ☐ 16
 ☐ 60
 ☐ 66



4



- 5

10

15

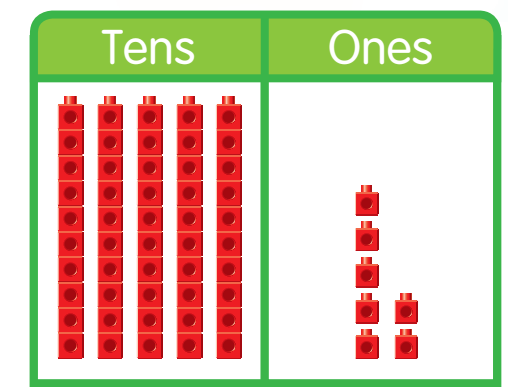
50
- ☐
☐
☐
☐

**Oral Directions** Say: Mark the correct answer. **1.** Which number is 1 group of 10 and 4 ones left over? **2.** 42 is 4 groups of 10 and how many ones left over? **3.** Count by 10s. Mark the number. **4.** Peter has 5 cups. Each cup has 10 paper clips in it. How many paper clips does Peter have in all?

Name

5

- ☐ 5
 ☐ 55
 ☐ 57
 ☐ 75



6

46 = 40 + 6

- 46 = 40 + 60

46 = 40 + 16

46 = 30 + 16

46 = 30 + 6
- ☐
☐
☐
☐

7

- ☐ 33
 ☐ 43
 ☐ 44
 ☐ 54

1	2	3	4
11	12	13	14
21	22	23	24
31	32	33	34
41	42	43	44
51	52	53	54
61	62	63	64
71	72	73	74

8

Tens	Ones
4	5
3	15
2	25
0	45

- 1 and 25

1 and 35

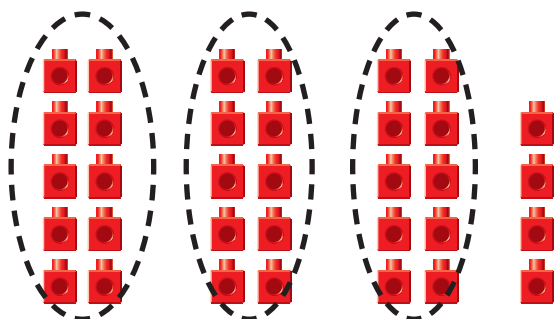
2 and 35

2 and 15
- ☐
☐
☐
☐

**Oral Directions** Say: Mark the correct answer. **5.** Count the tens and ones. Mark the number. **6.** Which shows another way to make 46? **7.** Claire counts by 10s. She says 4, 14, 24, 34. Which number does she say next? **8.** Sophie's list shows ways to make 45. She's missing one way. Which numbers are missing in the list?

## Set A

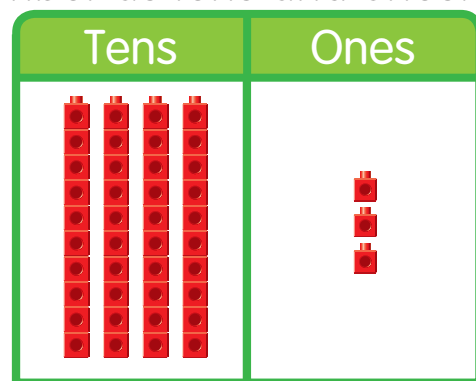
You can group objects by 10 to count.



34 is 3 groups of 10  
and 4 ones left over.

## Set B

You can show a 2-digit number as tens and ones.

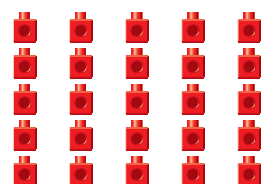


43

4 tens and 3 ones is 43.

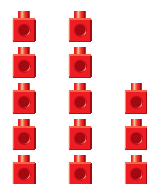
Circle groups of 10.  
Write the numbers.

1



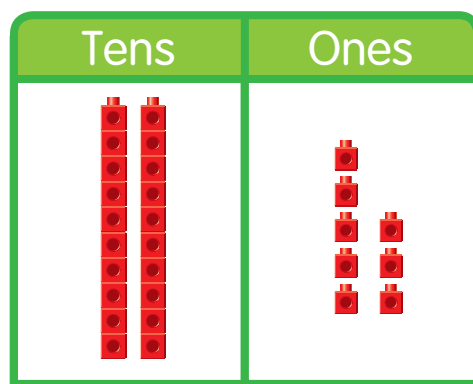
25 is 2 groups of 10  
and 5 ones left over.

2



13 is 1 group of 10  
and 3 ones left over.

Count the tens and ones.  
Then write the number.



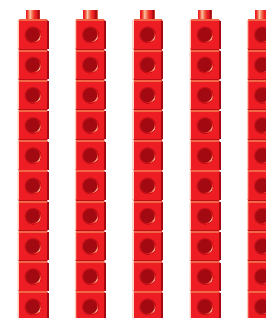
3

\_\_\_\_\_

## Set C

You can count by tens to find a number.

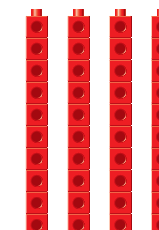
10, 20,  
30, 40,  
50



5 tens is 50.

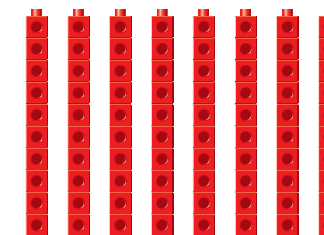
Count by tens.  
Write the number.

4



4 tens is 40.

5

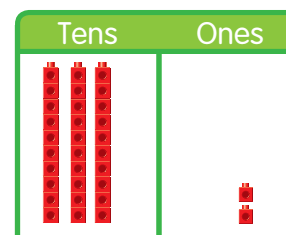


5 tens is 50.

## Set D

Break apart tens to show a number in more than one way.

Write the number.

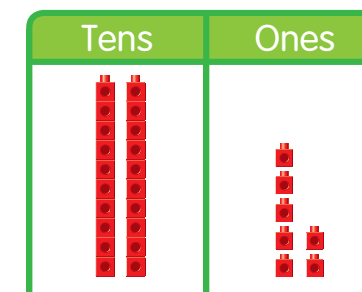


$$32 = \frac{30}{20} + \frac{2}{12}$$

$$32 = \frac{10}{10} + \frac{22}{22}$$

Write the numbers.  
Use cubes and a workmat.  
Show two other ways to make the number.

6



$$27 = \underline{\quad} + \underline{\quad}$$

$$27 = \underline{\quad} + \underline{\quad}$$

$$27 = \underline{\quad} + \underline{\quad}$$