

# Working with Tens

## Counting by Grouping

**You need**

- paper bag
- counters

Take two handfuls of counters out of the bag.

**STEP 1** Counting

How many counters did you take? \_\_\_\_\_

How did you find the total?



---

---

**STEP 2** Counting Another Way

Explain another way you could find the total number of counters.

---

Use that way to find the total. Compare the two ways of counting.

---

**STEP 3** Counting with Groups of Ten

Make stacks of ten counters. Count the total number again.

Did groups of ten make counting easier? Explain.

---

---

---

---

---





# School-Home Connection

## Dear Family,

Today we started Chapter 5 of *Think Math!* In this chapter, I will learn that numbers to 50 can be represented as groups of ten and some more. I will also learn to find the value of collections of dimes and pennies, to tell time to the half-hour, and to begin to add with multiples of ten. There are NOTES on some of my pages to explain what I am learning every day.

Here are some activities for us to do together at home. These activities will help me understand numbers to 50.

Love,

---

## Family Fun

### From Digits to Numbers

Work with your child to make numbers to 50 and locate the numbers on a number line.

- Using index cards, make two sets of number cards 1 to 4. Shuffle the cards and place them face down.
- Draw a number line from 0 to 50 on a piece of paper. Label the line by fives—0, 5, 10, 15, . . . 50.
- The first player draws two cards and arranges them to make a two-digit number. The player then locates and labels that number on the number line. The next player reverses the digits to make a new two-digit number and writes that number on the number line. If the number has already been written on the number line, play moves on to the next round.
- Play continues until no new numbers can be added to the number line.



### Count the Coins

Work with your child to find the value of a collection of dimes and pennies.

- Put 10 pennies and 10 dimes in a bag. Have your child take some of the coins from the bag without looking and put them in a small pile. Place the remaining coins in a second pile.
- Players look at the dimes and pennies in each pile and guess which collection is worth more. They can indicate their choice by putting a game piece in front of the collection they choose.



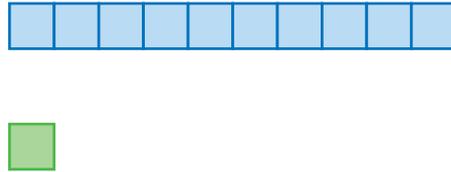
- Players work together to find the value of each collection. Players that guessed correctly earn a point.
- Players repeat the game. The first player to earn 5 points wins.

# Ten and Some More

NCTM Standards 1, 2, 6, 8, 9, 10

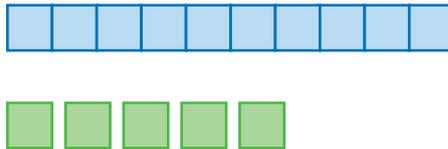
What numbers are missing?

1.



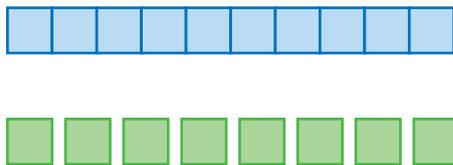
$$\begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$$

2.



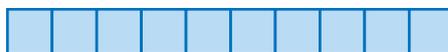
$$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$$

3.



$$\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$$

4.



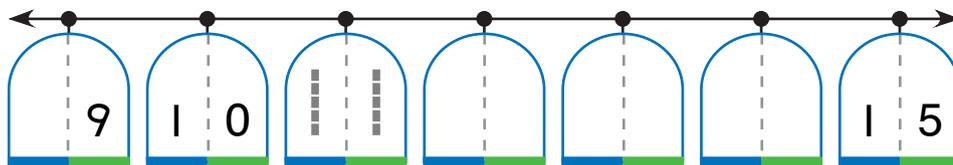
$$\begin{array}{r} \phantom{10} \\ + 0 \\ \hline \end{array}$$



**NOTE:** The numbers 11 to 19 can sometimes be challenging for young children. In this lesson your child is learning to say the numbers and identify them as a group of ten and some more.



5. What digits are missing?



What numbers are missing?

6.  $\boxed{10} + \boxed{6} = \boxed{\phantom{00}}$

7.  $\boxed{\phantom{00}} + \boxed{3} = \boxed{13}$

8.  $\boxed{10} + \boxed{\phantom{00}} = \boxed{10}$

9.  $\boxed{10} + \boxed{2} = \boxed{\phantom{00}}$

10. 
$$\begin{array}{r} \boxed{10} \\ + \boxed{\phantom{00}} \\ \hline \boxed{11} \end{array}$$

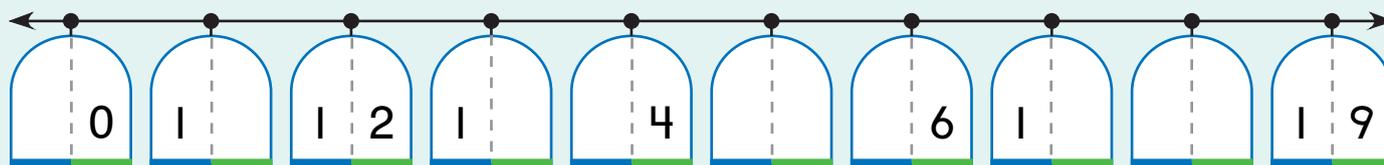
11. 
$$\begin{array}{r} \boxed{\phantom{00}} \\ + \boxed{7} \\ \hline \boxed{17} \end{array}$$

12. 
$$\begin{array}{r} \boxed{10} \\ + \boxed{\phantom{00}} \\ \hline \boxed{14} \end{array}$$

13. 
$$\begin{array}{r} \boxed{\phantom{00}} \\ + \boxed{8} \\ \hline \boxed{18} \end{array}$$

### Challenge

14. What digits are missing?

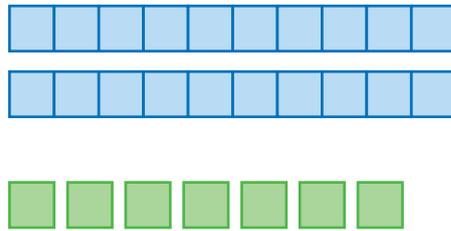


# Lots of Tens and Some More

NCTM Standards 1, 6, 8, 9, 10

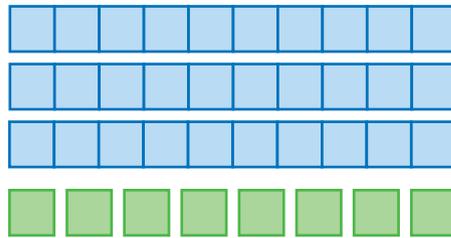
What is the sum?

1.



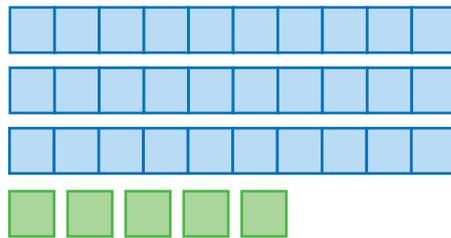
$$\begin{array}{r} 20 \\ + 7 \\ \hline 27 \end{array}$$

2.



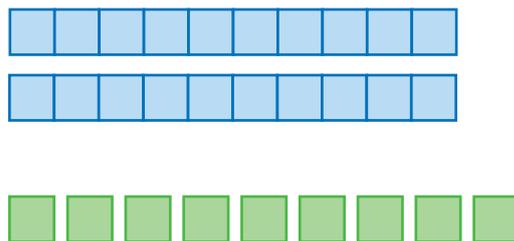
$$\begin{array}{r} 30 \\ + 8 \\ \hline \end{array}$$

3.



$$\begin{array}{r} 30 \\ + 5 \\ \hline \end{array}$$

4.



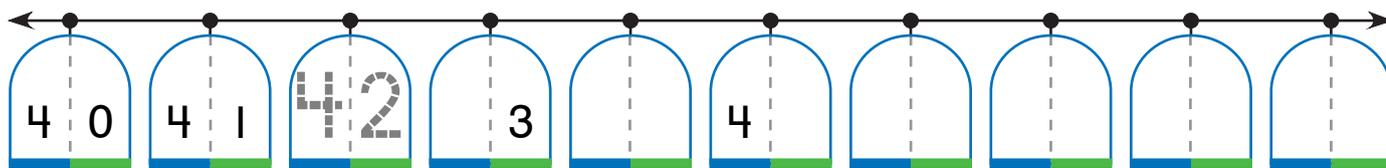
$$\begin{array}{r} 20 \\ + 9 \\ \hline \end{array}$$



**NOTE:** Your child is learning to think of the numbers 20 to 50 as a group of tens and some more. Ask your child to use small objects such as pennies or paper clips to show and name these numbers.

## What is missing?

5.



6.  $40 + \square = 47$

7.  $\square + 5 = 45$

8.  $\square + 6 = 46$

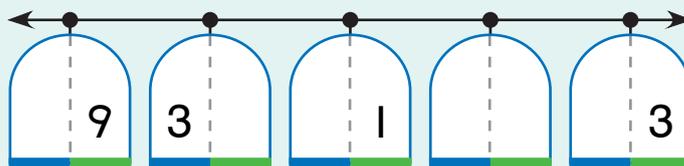
9.  $40 + \square = 48$

10. Draw some sticks of 10 and some loose cubes.  
Write an addition sentence to match.

$$\square + \square = \square$$

## Challenge

II. What digits are missing?



# Using Dimes and Pennies

NCTM Standards 1, 4, 6, 8, 9, 10

How many coins are there? What is the value?

1.



3 coins  
30 ¢

2.



\_\_\_\_\_ coins  
\_\_\_\_\_ ¢

3.



\_\_\_\_\_ coins  
\_\_\_\_\_ ¢

4.



\_\_\_\_\_ coins  
\_\_\_\_\_ ¢

 5. Look back at Problems 1 to 4.  
How are they the same?  
How are they different?

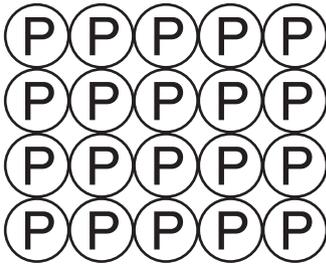
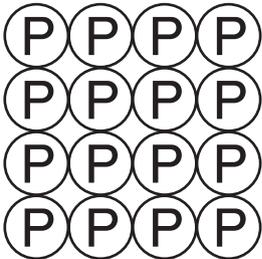
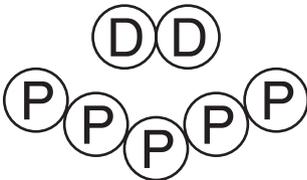
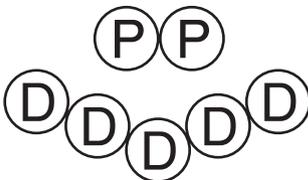
\_\_\_\_\_

\_\_\_\_\_



**NOTE:** Your child is learning to count groups of dimes and pennies. Ask your child to use dimes and pennies to show amounts of money up to 99¢.

ⓓ is for dime, worth 10¢. Ⓟ is for penny, worth 1¢. Write the value in the table.

<p>6.</p> 	<p>7.</p> 
<p>8.</p> 	<p>9.</p> 
<p>10.</p> 	<p>11.</p> 

How Much?	
6.	<u>20</u> ¢
7.	_____ ¢
8.	_____ ¢
9.	_____ ¢
10.	_____ ¢
11.	_____ ¢

Show 13¢ in 2 different ways.



### Problem Solving

12. 13¢

13¢

# Tens and Time

NCTM Standards 1, 4, 6, 10

## What time is it?

1.



2.



3.



4.



**NOTE:** Your child is learning to tell time to the half-hour. For times on the half-hour, have your child describe the positions of the hour hand and minute hand on a clock and tell what time it is.

Draw the hour hand and the minute hand.

5.



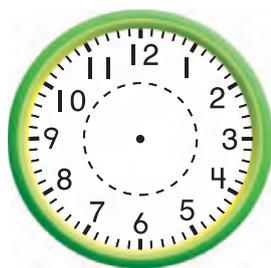
The time is 8:30.

2 hours later



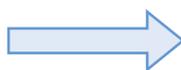
The time is 10:30.

6.



The time is 1:30.

3 hours later



The time is 4:30.

7.



The time is 6:30.

1 hour later



The time is        :        .

## Problem Solving

8. A movie begins at 11:00.  
It is two and one-half hours long.  
What time does it end?



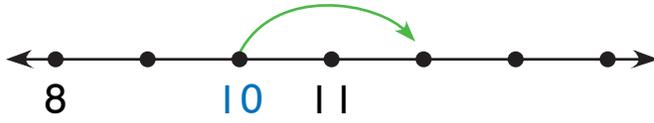
The movie ends at        :        .

# Tens on the Number Line

NCTM Standards 1, 2, 6, 9, 10

Write the numbers to match each jump.

1.

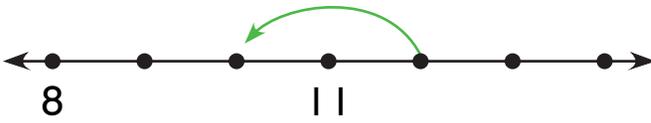


10

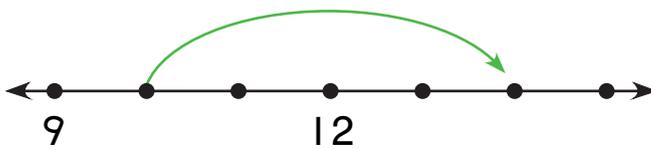
+2

12

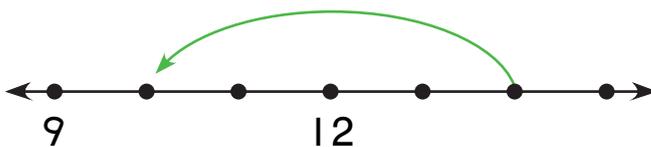
2.



3.



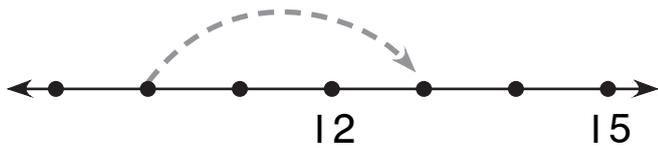
4.



**NOTE:** Your child is looking at addition and subtraction as forward or backward jumps on a number line. Ask your child to explain the meaning of each jump.

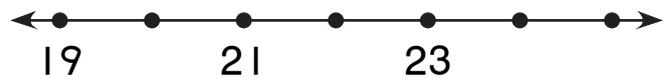
Draw the jump. Complete the number sentence.

5.



$$\boxed{10} + \boxed{3} = \boxed{13}$$

6.



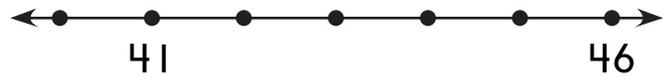
$$\boxed{20} + \boxed{2} = \boxed{\phantom{00}}$$

7.



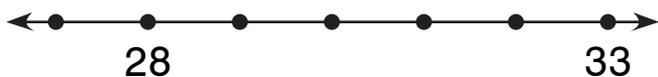
$$\boxed{\phantom{00}} + \boxed{5} = \boxed{35}$$

8.



$$\boxed{\phantom{00}} + \boxed{3} = \boxed{43}$$

9.



$$\boxed{30} + \boxed{\phantom{00}} = \boxed{31}$$

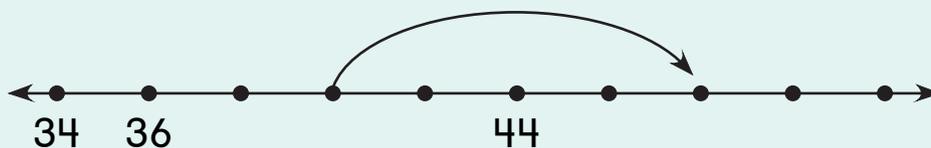
10.



$$\boxed{30} + \boxed{\phantom{00}} = \boxed{34}$$

## Challenge

II. Write a number sentence to match the jump.



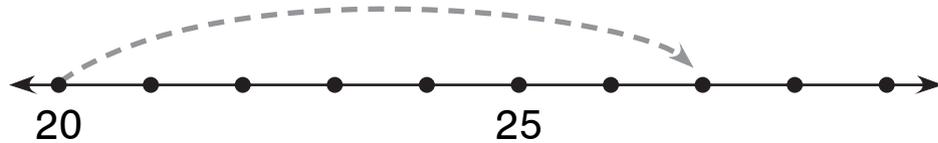
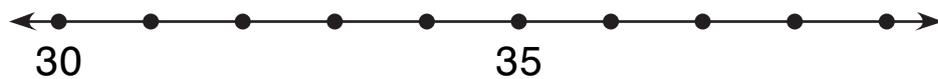
$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



# Using the Number Line to Solve Problems

NCTM Standards 1, 2, 6, 7, 9, 10

Draw the jump. Complete the number sentence.



1.  $\boxed{20} + \boxed{7} = \boxed{27}$

2.  $\boxed{30} + \boxed{\phantom{00}} = \boxed{34}$

3.  $\boxed{10} + \boxed{\phantom{00}} = \boxed{16}$

4.  $\boxed{\phantom{00}} + \boxed{1} = \boxed{41}$

5.  $\boxed{\phantom{00}} + \boxed{5} = \boxed{45}$

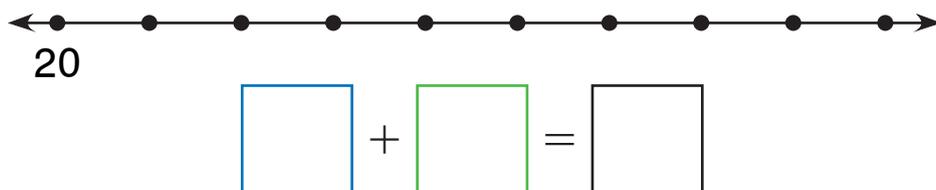
6.  $\boxed{20} + \boxed{\phantom{00}} = \boxed{23}$

7.  $\boxed{30} + \boxed{\phantom{00}} = \boxed{38}$

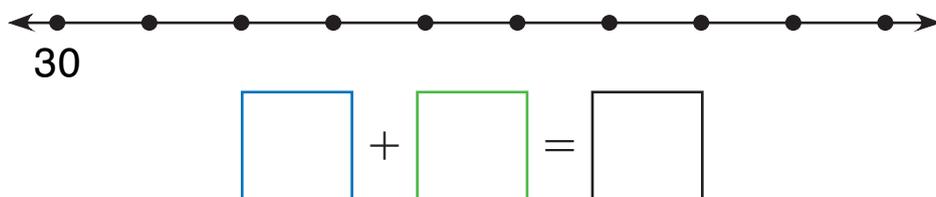
8.  $\boxed{\phantom{00}} + \boxed{2} = \boxed{12}$

**Draw the jump to solve each problem.  
Complete the number sentence.**

9. There are 20 children in class.  
3 more children come late.  
How many children are in class now? \_\_\_\_\_ children



10. There are 30 red flowers.  
There are some yellow flowers too.  
There are 38 flowers in all.  
How many flowers are yellow? \_\_\_\_\_ flowers



### Challenge

11. 
$$\begin{array}{r} 20 \\ + 0 \\ \hline \end{array}$$
12. 
$$\begin{array}{r} 40 \\ + 10 \\ \hline \end{array}$$
13. 
$$\begin{array}{r} 20 \\ + 20 \\ \hline \end{array}$$
14. 
$$\begin{array}{r} 10 \\ + 20 \\ \hline \end{array}$$

-  15. What patterns do you see?

---



---

# Modeling Numbers in Different Ways

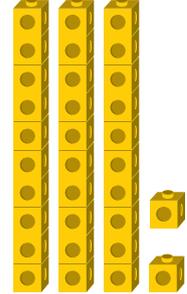
NCTM Standards 1, 2, 4, 6, 7, 9, 10

I. Which show 32?

$$30 + 2$$



$$23 + 10$$

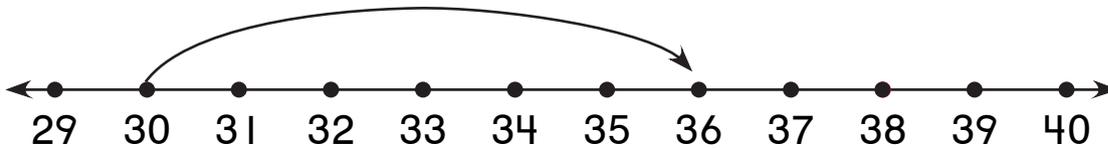


$$42 + 10$$



$$10 + 10 + 3$$

$$10 + 10 + 10 + 2$$



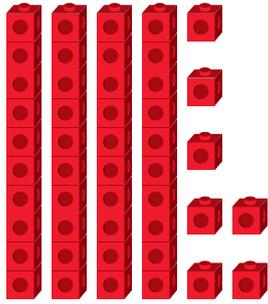
2. Pick one model from Problem I that does not show 32. How can you change it to show 32? Draw or write below.



**NOTE:** Your child has been learning different ways to represent a number. Ask your child to name a number between 10 and 50 and then show that number in as many different ways as he or she can.

What number does each show?  
Show the number another way.

3.



4.



5.  $10 + 10 + 10 + 8$



## Problem Solving

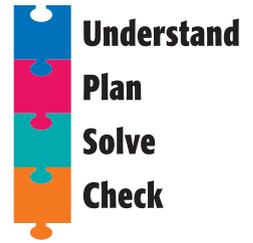
6. I am a two-digit number.  
I have fewer tens than ones.  
The number of ones is less than 5.  
I am less than 40.

What number could I be? \_\_\_\_\_

# Problem Solving Strategy

## Draw a Picture

NCTM Standards 1, 4, 6, 7, 8, 9, 10



1. I have 2 dimes and 3 pennies.  
My brother gives me 1 dime  
and 2 pennies. How much  
money do I have now?

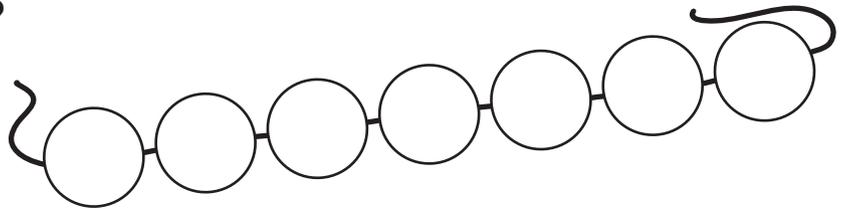
\_\_\_\_\_¢

2. Ben is next to Lisa.  
Lisa is next to Jerry.  
Who is in the middle?

\_\_\_\_\_

3. Anna makes a necklace with beads.  
She uses 1 red bead then 2 blue beads.  
She follows the same pattern.  
What color is the 7th bead?

\_\_\_\_\_



**NOTE:** Your child is learning to use the  
problem solving strategy, *draw a picture*,  
to solve problems.

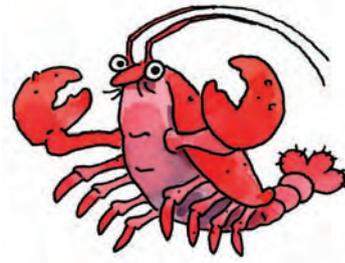
# Problem Solving Test Prep

1. Jo found the sum of some tens and 4 ones.

Which could be the sum?

- (A) 4                      (C) 42  
(B) 24                     (D) 46

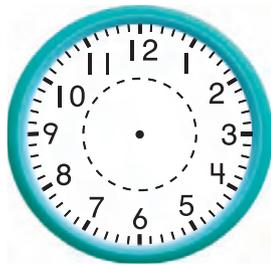
2. A lobster has 10 legs. How many legs are on 3 lobsters?



- (A) 3 legs                (C) 30 legs  
(B) 13 legs              (D) 33 legs

## Show What You Know

3. Ana eats lunch at 11:30. Draw the hour hand and the minute hand to show this time. Describe where the hands belong.



---

---

---

---

---

4. I have some dimes and pennies. I have more pennies than dimes. I have fewer than 9 pennies.

What is the most money I could have?

\_\_\_\_\_¢

Explain how you know your answer is correct.

---

---

---

---

---



# Chapter 5

# Review/Assessment

NCTM Standards 1, 2, 6, 7, 8, 9, 10

## What numbers are missing? Lesson 1, 2, and 7

1.



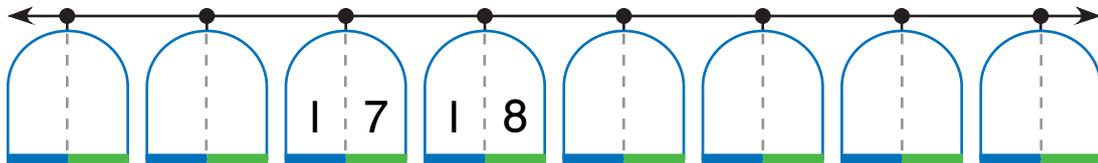
$$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$$

2.



$$\begin{array}{r} 20 \\ + 8 \\ \hline \end{array}$$

3.



## How many coins are there? What is the value? Lesson 3

4.



\_\_\_\_\_ coins

\_\_\_\_\_ ¢

5.



\_\_\_\_\_ coins

\_\_\_\_\_ ¢

# What time is it? Lesson 4

6.



\_\_\_\_\_

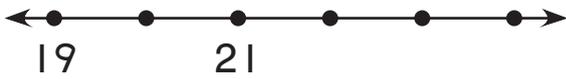
7.



\_\_\_\_\_

# Draw the jump. Complete the number sentence. Lesson 5, 6, and 7

8.



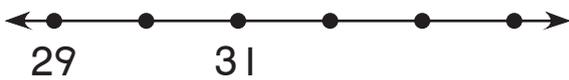
$$\boxed{20} + \boxed{3} = \boxed{\phantom{00}}$$

9.



$$\boxed{10} + \boxed{\phantom{00}} = \boxed{15}$$

10.



$$\boxed{\phantom{00}} + \boxed{4} = \boxed{34}$$

11.



$$\boxed{20} + \boxed{\phantom{00}} = \boxed{21}$$

## Problem Solving Lesson 8

12. Julio has 3 dimes and 2 pennies.  
He finds 1 more dime and 4 more pennies.  
How much money does he have now?

\_\_\_\_\_¢