Chapter 2

Working with 10
Stories About 10 ✏️

Investigation

Take 10 counters. Separate them into two sets.

STEP 1 **Counting Sets**

How many counters do you have in all? _____

Does the total change when you move them around? _____
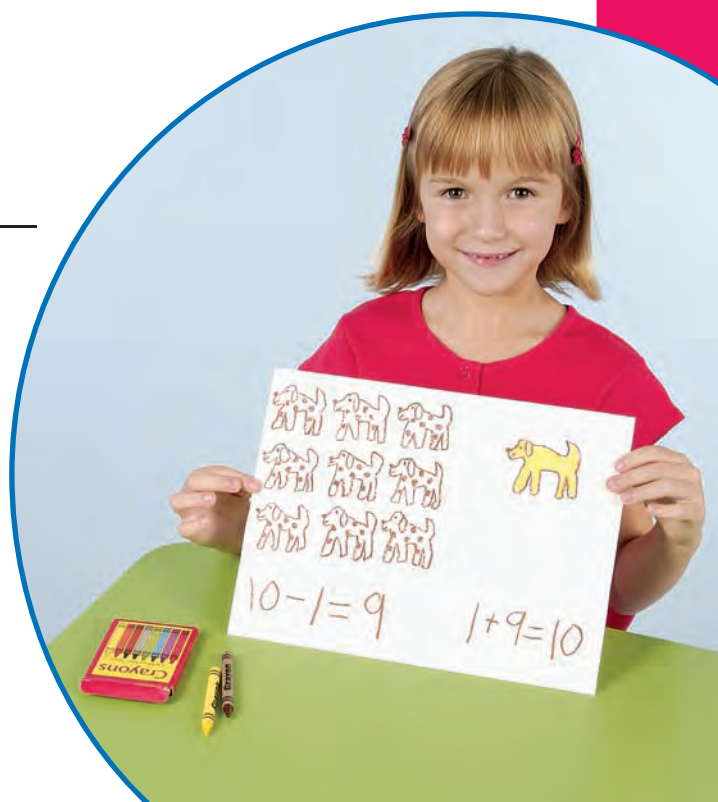
Explain your answer. _____

_____

_____

STEP 2 **Telling Stories**

Write a number story about your two sets.
Draw a picture to show the story.

_____

_____

STEP 3 **Recording Sentences**

What number sentence can describe the sets?

_____

What other number sentence can describe the same sets?

_____

Dear Family,

Today we started Chapter 2 of *Think Math!* In this chapter, I will work with number pairs that have a sum of 10 (such as 4 + 6). I will also start at any number and add or subtract 10 and develop strategies to look at a number and tell how much more or less than 10 it is. There are NOTES on the Lesson Activity Book 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 practice working with 10.

Love,

_____

Family Fun

Fingers Up for 10!

Work with your child to add two numbers by making 10.

- Name two numbers from 5 to 10. Show one number with your fingers. Your child shows the other number. Make sure to use all of the fingers of one hand for the first 5 of each number.

- Add the two numbers by making 10. Put your hand of 5 with your child's hand of 5. This makes 10. Then add the rest of the fingers and add it to 10.
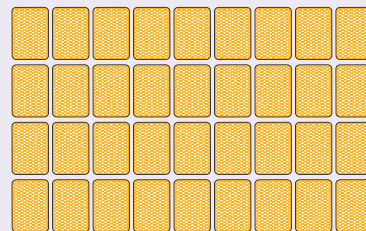
- Repeat several times with different pairs of numbers from 5 to 10.

X-Concentration

Work with your child to practice adding two numbers with a sum of 10.

- Gather a deck of playing cards and remove the 10s, jacks, queens, and kings.

- Mix the 36 cards. Place them face down in 4 rows of 9 like this.

- Take turns with your child. On each turn, a player turns two cards face up. If their sum is 10, the player takes the cards and goes again. The player continues until the pair does not add up to 10.

- Take turns until all cards are paired.

- As a variation, play with cards from only 2 suits.

Chapter 2
Lesson 1

Finding Sums of 10

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

1. Find different ways to put 10 counters in two sets. Record below.

| 0 | 10 | 0 _____ | 10 _____ | 10 |

_____ _____ 10

_____ _____ 10

_____ _____ 10

_____ _____ 10

Use the same 10 counters each time.

_____ _____ 10   _____ _____ 10

_____ _____ 10   _____ _____ 10

_____ _____ 10   _____ _____ 10

_____ _____ 10   _____ _____ 10

NOTE: Your child is learning all of the different addition sentences with a sum of 10.

What is missing?

2.

_____ _____ _____

3.

_____ _____ _____

4.

_____ _____ _____

5.

_____ _____ _____

<div>
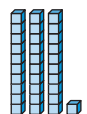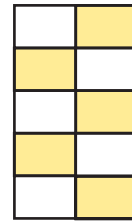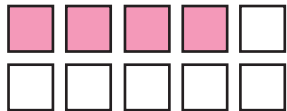
Challenge

What is the value of in each problem?

6.

_____ 2 10

7.

_____ 4 10

</div>

32 thirty-two **XXXII** 16 16

Introducing   and

Write   ,   , or   . Make each sentence true.

1. 1   4 (>) 1   3

2. 5   1 ( ) 5   2

3. 2   8 ( ) 1   7

4. 5   6 ( ) 6   5

5. 1   8 ( ) 1   6

6. 3   6 ( ) 2   6

7. 2   3 ( ) 3   2

8. 7   3 ( ) 3   7

9. 4   2 ( ) 2   8

10. 6   5 ( ) 5   5

11. 4   5 ( ) 1   3

12. 6   5 ( ) 7   5

NOTE: Your child is learning to compare addition expressions using the symbols   ,   , or   to make each sentence true.   means "is less than",   means "is greater than", and   means "is equal to."
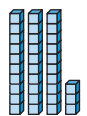
What is missing? Make each sentence true.

13. 4   5   4   _____

14. 8   2   8   _____

15. 3   2   _____   2

16. 5   3   _____   3

17. 4   5   _____   5

18. 1   6   1   _____

19. 2   7   _____   _____

20. 3   9   _____   _____

21. 7   8   _____   _____

22. 10   9   _____   _____

23. What addition expressions make the sentence true?

7   4   _____   _____

_____   _____   _____   _____   _____   _____

_____   _____   _____   _____   _____   _____

Problem Solving

24. Ned has two stools. The metal stool is 5 inches tall. The wooden stool is 14 inches tall. On which stool can Ned stand higher? Explain.

_____

_____

Chapter 2
Lesson 3
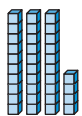
Finding and Comparing Sums to 10

NCTM Standards 1, 2, 8, 9, 10

Sums Greater than 10 Search

1. Which pairs make sums greater than 10?
Circle them as fast as you can.

| 5 5 | 5 6 | 5 7 | 4 4 | 4 6 | 7 4 | 7 3 | 4 7 | 2 8 |

| 3 7 | 3 5 | 3 8 | 8 1 | 6 4 | 6 7 | 7 2 | 6 5 | 4 6 |

| 4 7 | 2 7 | 7 3 | 9 0 | 1 9 | 2 9 | 1 8 | 3 6 | 6 5 |

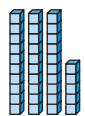| 0 10 | 7 5 | 9 1 | 4 5 | 0 9 | 8 3 | 8 2 | 9 2 | 10 0 |

NOTE: Your child is learning to identify number pairs with sums greater than 10 and compare addition problems to 10 or 20.

7

XXXV thirty-five

Write , , **or** .

2. 10 (<) 7   5

3. 20 ( ) 17   5

4. 2   9 ( ) 10

5. 12   9 ( ) 20

6. 8   4 ( ) 10

7. 8   14 ( ) 20

8. 10 ( ) 3   7

9. 20 ( ) 3   17

10. 5   6 ( ) 2   8

11. 15   6 ( ) 20

12. 2   7 ( ) 10

13. 2   17 ( ) 20

Challenge

Write , , **or** .

14. If 6   7 ( ) 10, then 16   17 ( ) 30.

15. If 8   2 ( ) 10, then 18   12 ( ) 30.

36   thirty-six   **XXXVI**   △   ☐   3 dozen
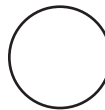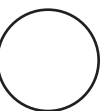
Mastering Sums of 10
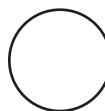
NCTM Standards 1, 2, 6, 7, 8, 9, 10

Write , , or . Make each sentence true.

1. 4 6 $\bigcirc$ 4 5   — ">"

2. 9 2 $\bigcirc$ 1 9

3. 1 8 $\bigcirc$ 1 9

4. 3 6 $\bigcirc$ 4 6

5. 4 6 $\bigcirc$ 3 7

6. 1 8 $\bigcirc$ 2 8

7. 3 7 $\bigcirc$ 7 4

8. 4 6 $\bigcirc$ 2 8

9. 7 3 $\bigcirc$ 5 4

10. 1 3 $\bigcirc$ 1 9

11. 8 3 $\bigcirc$ 2 8

12. 5 5 $\bigcirc$ 6 5

NOTE: Your child is memorizing the facts with a sum of 10. These facts will help him or her later to solve other facts.

40 3 **XXXVII** thirty-seven **37**
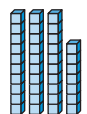
What is missing? Make each sentence true.

13. 4   6   3   _7_

14. 5   5   8   _____

15. 1   9   _____   8

16. 7   3   _____   7

17. 5   5   _____   5

18. 9   1   1   _____

19. 6   4   _____   9

20. 0   10   4   _____

21. _____   4   3   7

22. _____   6   3   7

23. Make the sentence true. Explain your answer.

2   8   2   _____

_____

_____

_____

Challenge

24. How can you make four number pairs with sums of 10? Draw lines to match the numbers below.

1   2   3   4   5   6   7   8   9

Name _____ Date _____

Adding and Subtracting with 10

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

Add 10. What number is missing?

1. 51   10   [61]

2. 4   10   [ ]

3. 32   10   [ ]

4. [ ]   10   79

5. 28   10   [ ]

6. [ ]   10   26

Move up exactly one row.

90	91	92	93	94	95	96	97	98	99
80	81	82	83	84	85	86	87	88	89
70	71	72	73	74	75	76	77	78	79
60	61	62	63	64	65	66	67	68	69
50	51	52	53	54	55	56	57	58	59
40	41	42	43	44	45	46	47	48	49
30	31	32	33	34	35	36	37	38	39
20	21	22	23	24	25	26	27	28	29
10	11	12	13	14	15	16	17	18	19
0	1	2	3	4	5	6	7	8	9

7.

20	[ ]	[ ]	77	[ ]	[ ]	95	[ ]	[ ]
10	20	24	67	58	82	85	90	46

8. 85   10   [ ]

9. [ ]   10   20

10. 90   10   [ ]

11. [ ]   10   56

12. 20   10   [ ]

13. 24   10   [ ]
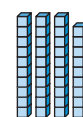
14. 82   10   [ ]

15. 58   10   [ ]

16. [ ]   10   77

NOTE: Your child is learning to use a hundred grid to add and subtract 10 from any two-digit number.

Subtract 10. What number is missing?

17. 72   10   62

18. 30   10   ☐

19. 91   10   ☐

20. ☐   10   33

21. ☐   10   14

22. 85   10   ☐

Move down exactly one row.

90	91	92	93	94	95	96	97	98	99
80	81	82	83	84	85	86	87	88	89
70	71	72	73	74	75	76	77	78	79
60	61	62	63	64	65	66	67	68	69
50	51	52	53	54	55	56	57	58	59
40	41	42	43	44	45	46	47	48	49
30	31	32	33	34	35	36	37	38	39
20	21	22	23	24	25	26	27	28	29
10	11	12	13	14	15	16	17	18	19
0	1	2	3	4	5	6	7	8	9

23.

24	29	72	85	17	43	30	91	90
14	☐	62	☐	☐	☐	20	☐	☐

Add and subtract.

24. 64   10   ☐

64   10   ☐

25. 56   10   ☐

☐   10   46

26. ☐   10   48

☐   10   28

Challenge

What is the missing number?

27.   ☐ 57

28.   ☐ 34

Chapter 2
Lesson 6

Finding How Close to 10

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

How close to 10 is the sum?

1. 7   1
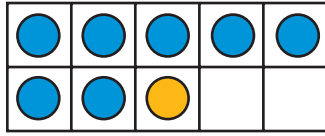
10 | – 2 |

2. 4   7
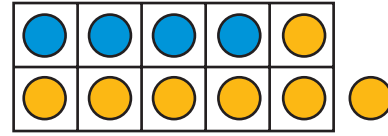
10 | |

3. 6   6
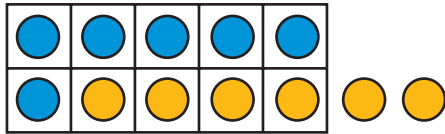
10 | |

4. 5   4
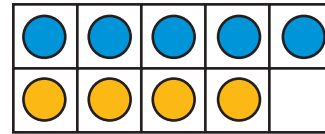
10 | |

5. 8   2
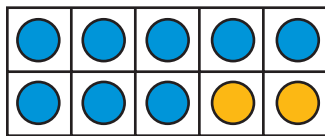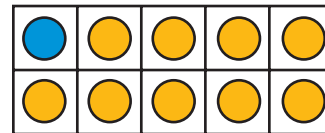
10 | |

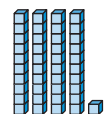**6.** 3   5
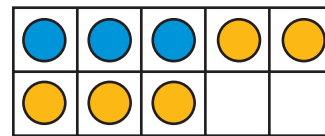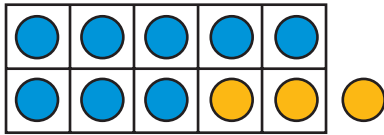
10 | |

7. 3   9
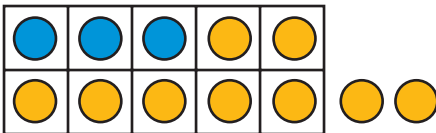
10 | |

8. 1   9

10 | |

NOTE: Your child is learning to identify how close a sum is to 10. Ask him or her to explain the exercises on this page.
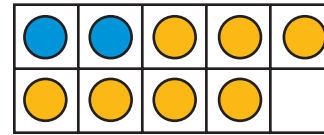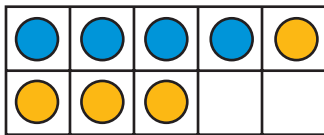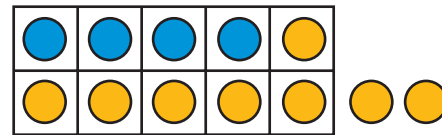
Make each sentence true.

9. 8   3   10   [+ |]

10. 2   7   10   [ ]

11. 4   4   10   [ ]

12. 4   8   10   [ ]

13. 9   3   10   [ ]

14. 8   1   10   [ ]

Make your own.

15. [ ]   [ ]   10   1

16. [ ]   [ ]   10   2

Problem Solving

17. Jill buys two packs of 10 hot dogs each. She serves 6 hot dogs on Friday and 6 on Saturday. How many hot dogs does she use from the second pack? Explain.

_____

_____

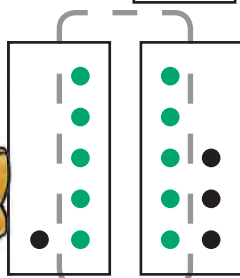**Chapter 2**
Lesson 7

Adding Numbers by Making 10

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

Rewrite each fact with a 10.

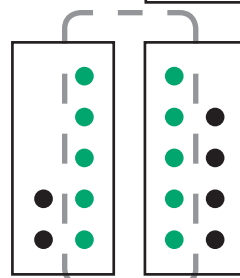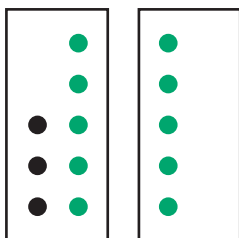*Make 10 with 5 from each number. Then add what is left over.*
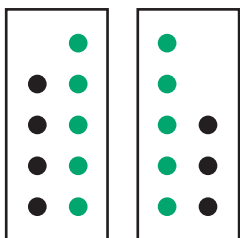
1. 6   8   [14]

$$10 + 4 = 14$$

2. 7   9   [ ]

10 _____

3. 8   5   [ ]

_____

4. 9   8   [ ]

_____

5. 8   7   [ ]

_____
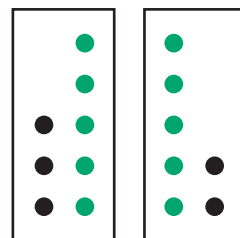
6. 9   9   [ ]

_____
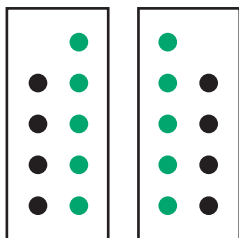
7. 7   6   [ ]

_____
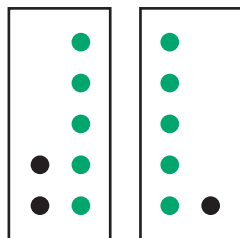
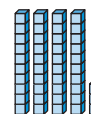**8.** 6   9   [ ]

_____
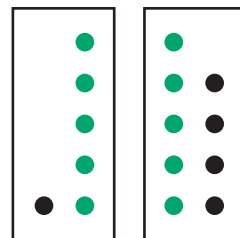
NOTE: Your child is learning a strategy to add two numbers by making 10 with a 5 from each number and then adding the remaining numbers to 10.

Add fives to find each sum. What is missing?

9. 6   9

$\downarrow$ 5   ___ 6

  5   ___ 9

  10   ___ | 15 |

(filled in dashed: 1, 4, 5)

10. 8   7

  5   ___ 8

  5   ___ 7

  10   ___ [ ]

11. 9   5

  5   ___ 9

  5   ___ 5

  10   ___ [ ]

12. 7   6

  ___ ___ 7

  ___ ___ 6

  ___ ___ [ ]

13. 8   9

  ___ ___ 8

  ___ ___ 9

  ___ ___ [ ]

14. 6   8

  ___ ___ 6

  ___ ___ 8
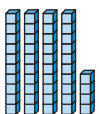
  ___ ___ [ ]

15. How many different ways can you solve 7   9?
Use words, numbers, or pictures to explain.

Problem Solving

16. Kat made 10 to solve 9   6. She did not add fives.
What strategy might she have used?

_____
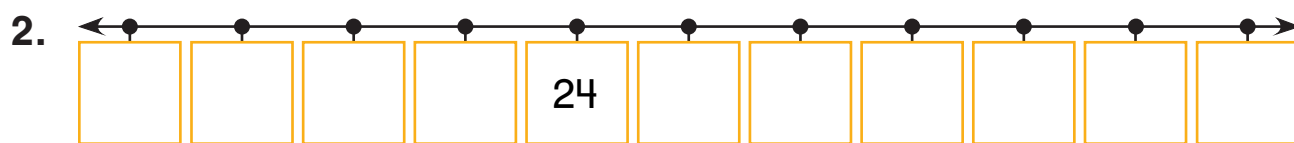
_____

Chapter 2
Lesson 8 Rounding to the Nearest 10

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

Write the tens that sandwich the number on each number line. Which is the nearest ten?
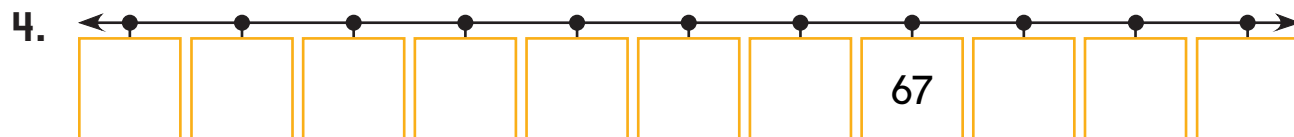
1.

80									88		90
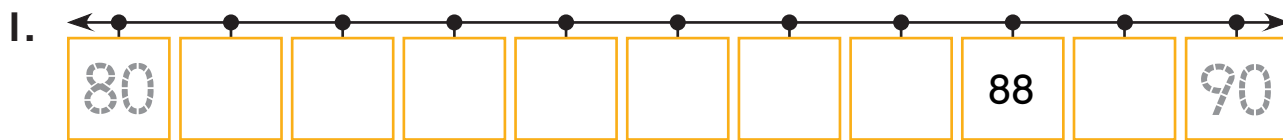
The nearest ten to 88 is __90__.

2.

			24							

The nearest ten to 24 is _____.

3.

				35					
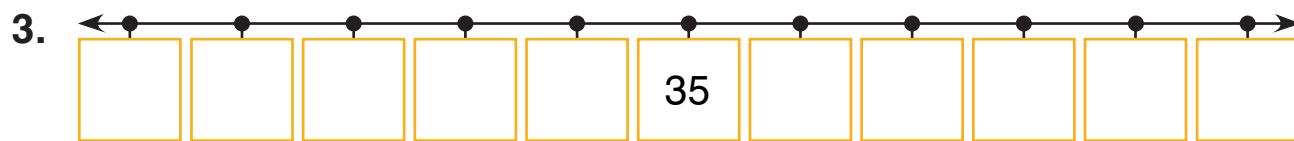
The nearest ten to 35 is _____.

4.

						67			

The nearest ten to 67 is _____.

5. What is the rule for rounding to the nearest ten? _____
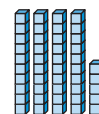
_____

_____

NOTE: Your child is learning a strategy to round two-digit numbers to the nearest multiple of ten. This skill may be used in various ways throughout mathematics.
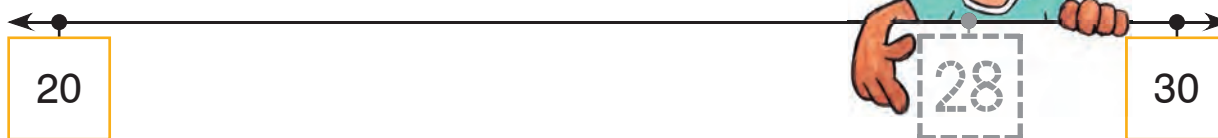
9 ⟨ ✋   △ **XLV** forty-five ▊▊▊▊ 45

Make a sandwich with each number line. What number might come between the tens?
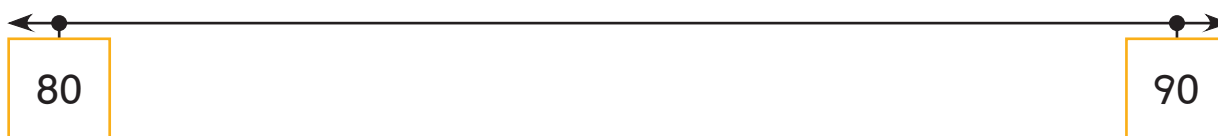
Write the number in position on the number line.

6. The nearest ten is 30.

| 20 | ⟦28⟧ | 30 |

7. The nearest ten is 50.

| 50 | | 60 |

8. The nearest ten is 80.

| 80 | | 90 |

9. The nearest ten is 40. Write all possible numbers that could be rounded to 40.

30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

_____   _____   _____   _____   _____

_____   _____   _____   _____   _____

Problem Solving

10. Daunte wants to buy an apple for 70¢. He has 67¢. He says he has enough money because 67 rounds to 70. Is he right? Use words, numbers, or pictures to explain.

70¢

_____

_____

_____

Chapter 2
Lesson 9
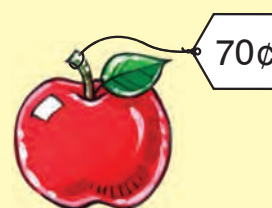
Problem Solving Strategy
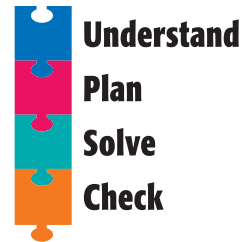## Solve a Simpler Problem ✏️

NCTM Standards 1, 2, 4, 6, 7, 8, 9, 10

Understand
Plan
Solve
Check

1. Karen made 2 dozen cookies. Jim made 4 fewer cookies than Karen. How many cookies did they make altogether?

_____ cookies

How did you find the answer?

2. Karen gave 8 cookies to Sasha and 5 to her brother. Jim gave 9 cookies to Oleg and 6 to his sister. Who gave away more cookies, Karen or Jim?
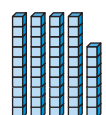
_____

How did you find the answer?

3. There are 53 tiles on the floor. It takes 1 minute to paint each tile. How many minutes will it take to paint the entire floor?

_____ minutes

How did you find the answer?

NOTE: Your child is exploring different ways to solve problems. Sometimes solving a simpler problem is an efficient way to solve a problem.

Problem Solving Test Prep

1. Sue practices her violin for 3 hours each day. In how many days will she practice for a total of 12 hours?

- Ⓐ 36 days
- Ⓑ 15 days
- Ⓒ 9 days
- Ⓓ 4 days

2. Cliff has 2 coins. Both coins are the same. Which amount could he NOT have as the total?

- Ⓐ 10¢
- Ⓑ 20¢
- Ⓒ 40¢
- Ⓓ 50¢

✏️ Show What You Know

3. Raj, Bev, and Al are running a race. One person comes in first place, one in second, and one in third place. How many different ways can they finish the race?
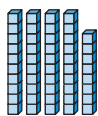
_____ ways

Explain how you found the answer.

_____

_____

_____

_____

_____

_____

4. Pia saw birds and dogs at the pet store. She saw 4 heads and 12 feet. How many of each animal did she see?

_____ birds _____ dogs

Explain how you know.

_____

_____

_____

_____

_____

_____

Chapter 2

Review/Assessment

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

What is missing? Lesson 1

1.

_____ _____ _____

2.

_____ _____ _____

Write , , and . Lessons 2, 3

3. 1 5 ◯ 1 2

4. 10 6 ◯ 20

What is missing? Make each sentence true. Lesson 4

5. 8 2 3 _____

6. _____ 3 4 6

Add or subtract 10. What number is missing? Lesson 5

7. 68 10 _____

8. _____ 10 33

9. 75 10 _____

10. _____ 10 41

90	91	92	93	94	95	96	97	98	99
80	81	82	83	84	85	86	87	88	89
70	71	72	73	74	75	76	77	78	79
60	61	62	63	64	65	66	67	68	69
50	51	52	53	54	55	56	57	58	59
40	41	42	43	44	45	46	47	48	49
30	31	32	33	34	35	36	37	38	39
20	21	22	23	24	25	26	27	28	29
10	11	12	13	14	15	16	17	18	19
0	1	2	3	4	5	6	7	8	9

How close to 10 is the sum?

11. 3   8
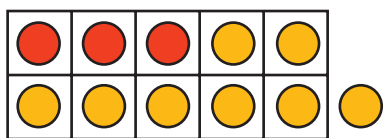
10 ☐

12. 6   4

10 ☐
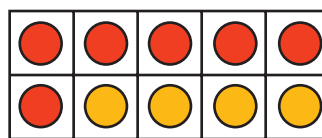
Rewrite each fact with a 10.

13. 9   6   ?

_____
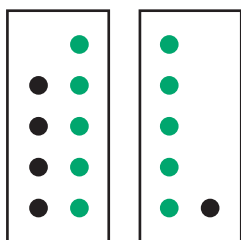
14. 7   8   ?

_____
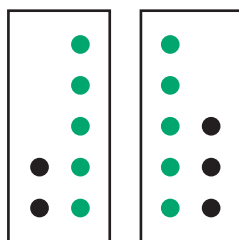
15. 8   5   ?

_____
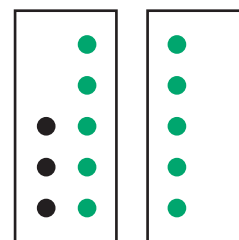
16. What number might come between the tens?
The nearest ten is 70.

60   70

Problem Solving

17. Maya's grade at school has 90 students.
Her brother's grade has 70 students.
How many students are in the two grades together?   _____ students

How did you find the answer?

50   fifty   L   10