NUMBER WORLDS™

Accelerate Math Success

Lesson 1

Find the Math

You can make 10 in different ways.

PHOTO: ©Brand X Pictures/PunchStock

1. There are 6 cookies on the left and 4 cookies on the right. How many cookies do you see altogether?

_____

2. What would happen if I took one cookie from the right and placed it on the left? How many cookies would there be in all?

_____

3. If I put all the cookies together in one group, how many cookies would there be?

_____

Lesson 1

Key Idea

There are several ways to make 10 with three numbers.

3 and 5 and 2 make 10.

6 and 2 and 2 make 10.

Try This

Fill in the blanks to show your answer.

1. 

_____ and _____ and _____ make 10.

2. 

_____ and _____ and _____ make 10.

Practice

Add enough math-link cubes to make 10. Color each new cube with a second or third color. Then fill in the blanks.

3. 

5 and _____ and _____ make 10.

4. 

3 and _____ and _____ make 10.

Find the missing number or numbers.

5. 1 and 6 and _____ make 10.

6. 2 and 2 and _____ make 10.

7. 1 and 4 and _____ make 10.

8. 4 and _____ and 2 make 10.

9. 8 and _____ and 1 make 10.

10. _____ and 7 and 1 make 10.

11. 7 and 1 and _____ make 10.

12. _____ and 3 and 2 make 10.

Use math-link cubes to decide if these numbers together make 10.

13. 1, 2, 7 _____

14. 7, 3, 2 _____

15. 7, 2, 1 _____

16. 3, 3, 3 _____

17. 4, 2, 5 _____

18. 4, 4, 2 _____

19. 5, 5, 1 _____

20. 6, 3, 2 _____

Reflect

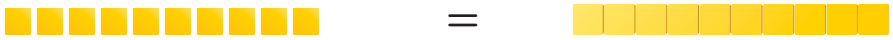
There are 10 people riding in 3 vehicles. One vehicle holds up to 8 people. The other vehicles hold up to 4 people, each. Write three possible ways the 10 people can be arranged in the vehicles.

Lesson 2

Key Idea

When you have 10 ones, you can trade them for 1 ten.

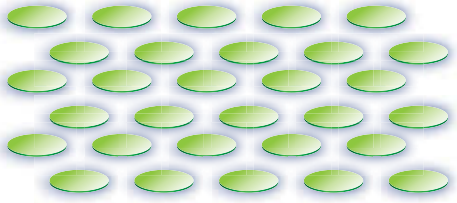
10 ones = 1 ten



Try This

Count how many groups of 10 there are.

1.  _____

2.  _____

Practice

Combine each set of numbers. Write the number of tens and ones you get.

3. 5 and 6 _____ tens _____ ones

4. 6 and 8 and 7 _____ tens _____ ones

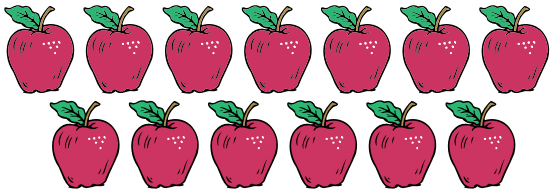
5. 7 and 9 _____ tens _____ ones

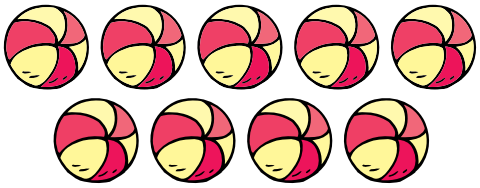
6. 2 and 5 and 9 _____ tens _____ ones

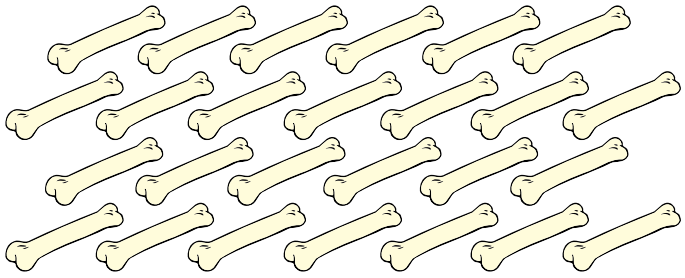
7. 3 and 4 and 8 _____ tens _____ ones

8. 3 and 3 and 6 and 8 _____ tens _____ ones

Look at each group. How many trades for 1 ten can you make?

9.  _____

10.  _____

11.  _____

12. 14 ones _____

13. 21 ones _____

14. 6 ones _____

Reflect

Do 1 one and 1 ten have the same value? If not, which has the greater value?

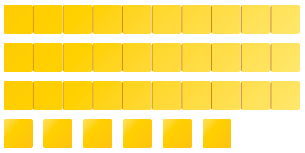
_____

Lesson 3

Key Idea

Two-digit numbers can be shown with tens and ones.

36



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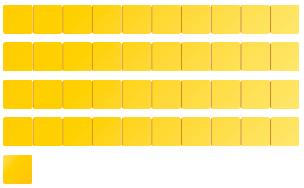
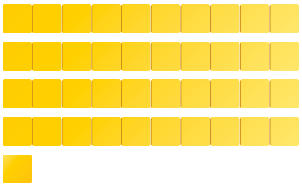


Try This

Write the number each set of blocks shows.

1.  _____

2.  _____

Practice

Look at the candles from two birthday parties. What number do the candles show? Write the number of tens and ones there are, and then name the number.

3. Jaden

_____ tens and _____ ones

make _____ candles.

4. Brittany

_____ tens and _____ ones make

_____ candles.

Circle the value that is greater.

5. 0 tens and 9 ones OR 1 ten and 3 ones

6. 2 tens and 5 ones OR 1 ten and 8 ones

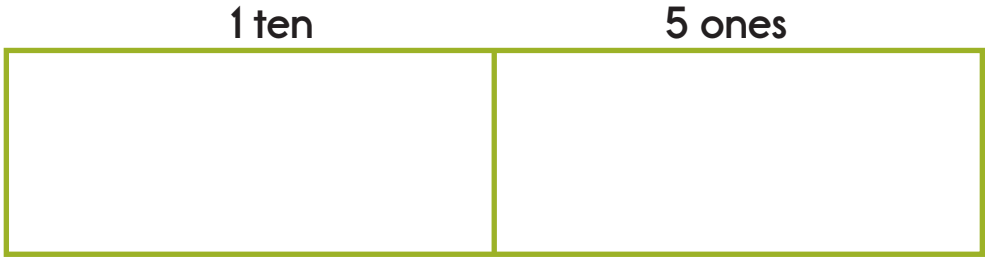
7. 1 ten and 2 ones OR 3 tens and 3 ones

8. 2 tens and 1 one OR 0 tens and 4 ones

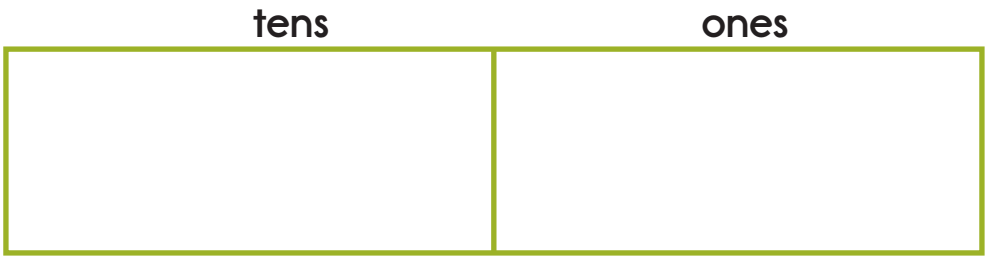
9. 4 tens and 6 ones OR 3 tens and 7 ones

Draw the numbers using stacks of 10 cubes and single cubes.

10. 15



11. 47



Reflect

Explain how to name the number shown by 5 tens and 14 ones.

Lesson 4

Key Idea

 = 1

To find the value of a group of unit blocks, count by ones.

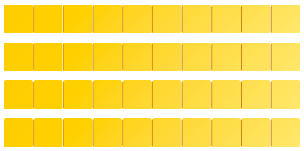
 = 10

To find the value of a group of rods, skip count by tens.

Try This

Name each number shown.

1.

Tens	Ones
	

_____

2.

Tens	Ones
	

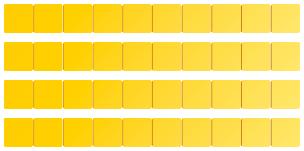
_____

3.

Tens	Ones
	

_____

4.

Tens	Ones
	

_____

Practice

Make a model of each number by drawing base-ten blocks.

5. 27

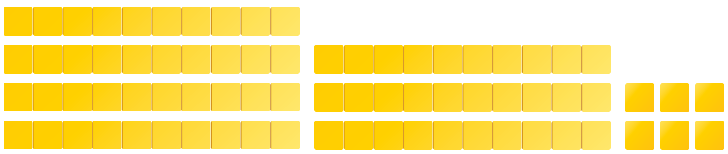
Tens	Ones

6. 32

Tens	Ones

Reflect

Fill in the blanks to name the number shown.



_____ tens _____ ones

Explain how to find the value of the rods and unit blocks.

_____

_____

What number do the blocks show? _____

Lesson 5 Review

This week you explored whole numbers. You learned how to represent whole numbers using base-ten blocks. You also looked at many ways to make 10 using two numbers and three numbers.

Lesson 1 **Fill** in the blanks to name the number that makes 10.

1. 

6 and _____ and _____ make 10.

2. 4 and _____ and 2 make 10.

3. 1 and 4 and _____ make 10.

4. 3 and _____ and 6 make 10.

Lesson 2 **Combine** the numbers. Then write how many tens and ones each total has.

5. 2 and 9 and 1 _____ ten(s) and _____ one(s)

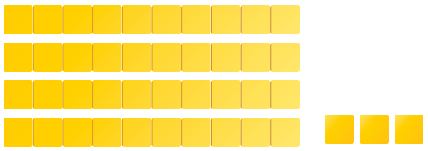
6. 7 and 2 and 1 and 6 _____ ten(s) and _____ one(s)

7. 7 and 3 and 6 and 4 _____ ten(s) and _____one(s)

8. 4 and 4 and 2 and 3 _____ ten(s) and _____ one(s)

Lesson 3 **Write** the number the blocks show.

9.  _____

10.  _____

Make trades and write the new number of tens and ones.

11. 3 tens and 21 ones

_____ tens _____ one

12. 5 tens and 30 ones

_____ tens _____ ones

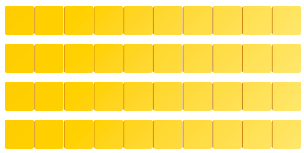
Lesson 4 **Name** each number shown.

13.

Tens	Ones
	

_____

14.

Tens	Ones
	

_____

Reflect

Write two ways you could express the number 18.

_____

Project-Based Learning

Project
Bundling Blooms in the Park

Use 25 counters to show how many sets of ten flowers can be given to each table.

1. Draw another picnic table in your park picture. How many flowers did each table get?

2. Put all 25 flowers on the tables. Each table must get at least one set of ten. How many sets of ten did each table get?

3. How many ones does each table have?

4. Place a stack of counters on each table in your picture. Each counter equals one flower. Above each table, write the number of flowers on it.

5. Remove the counters from your picture. Draw the number of flowers shown on the tables in your picture.

Reflect

How did you know how many flowers to give each table?

Number Worlds™

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