

UNIT 7

How Many Tens?
How Many Ones?



How Many Tens?
How Many Ones?



NAME _____

DATE _____

How Many Hands?

Solve the problem. Show your work.

How many hands are there in a group of 8 children?





NAME _____

DATE _____

Pairs of Things

Write the total number for each.

1



2



3



4



5



Ongoing Review

6





















How many children like dogs best?

- Ⓐ 4 Ⓑ 7 Ⓒ 8 Ⓓ 20

7

How many children like fish best?

- Ⓐ 20 Ⓑ 8 Ⓒ 7 Ⓓ 5

Cat	Dog	Fish
 	 	 
 	 	 
 	 	
	 	

NOTE

Students practice counting by groups of 2s.

MWI Counting by Groups



NAME _____

DATE _____

Hands at Home

Solve the problem. Show your work.

Draw a picture of everyone who lives at home with you.

Find out how many hands there are.

Try this!

Do you have pets? Then try this.

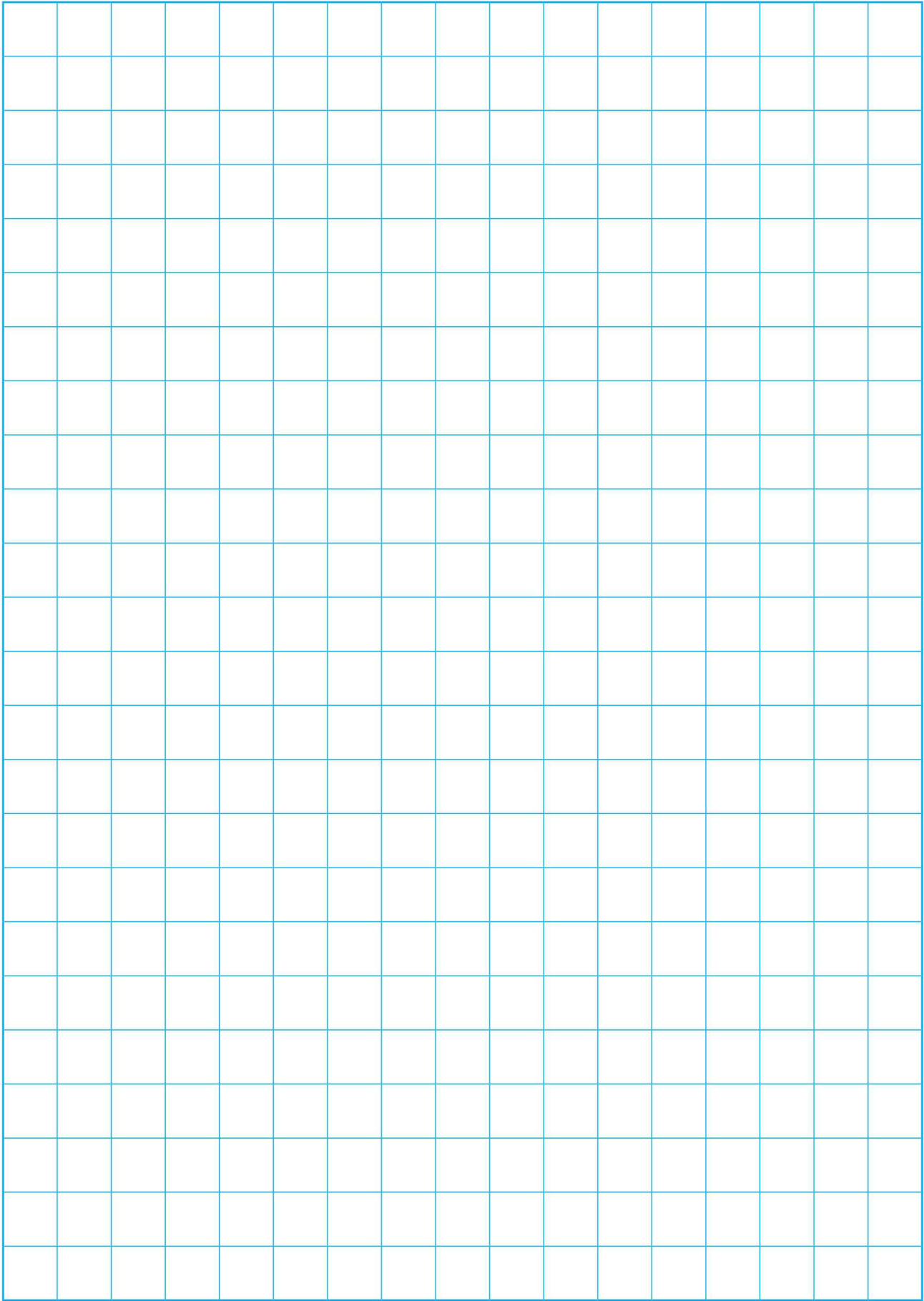
Find the total number of human hands and animal paws there are at home.

Use another sheet of paper.

NOTE

Students use what they know about groups of 2s to figure out the total number of hands at home, based on the total number of people who live at home.

MWI Ways to Count





NAME _____

DATE _____

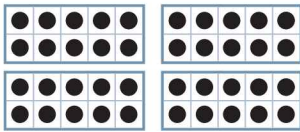
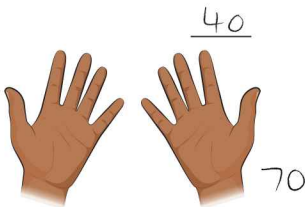
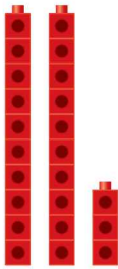
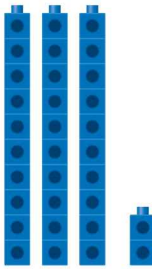
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About the Mathematics in This Unit

Dear Family,

For the next few weeks we will be working on a new mathematics unit called *How Many Tens? How Many Ones?* Your child will be counting by groups, initially by 2s and by 5s, which lays the foundation for counting by 10s and their work with groups of tens and ones and place value. We will work on adding and subtracting 10 to any number and on adding and subtracting multiples of 10. Students will also be developing strategies for adding 2-digit numbers. Throughout this unit, students work with contexts and models that represent 10s and 1s, and they are encouraged to use these models to represent their work.

Throughout this unit, students will be working toward these goals:

Benchmarks/Goals	Examples	
Understand that the numbers 10, 20, 30, ... 90 are composed of 1, 2, 3, ..., 9 tens.	 	
Label a set of up to 120 objects, organized into tens and ones, with a numeral; given a numeral, show it with tens and ones.	How many cubes?  <u>23</u>	Can you show 32?  10, 20, 30, 31, 32

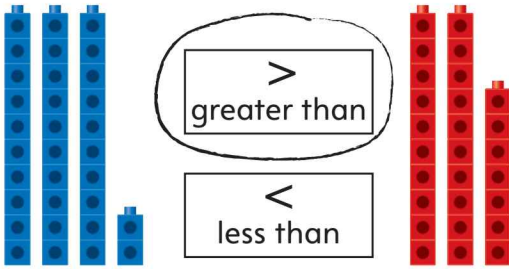

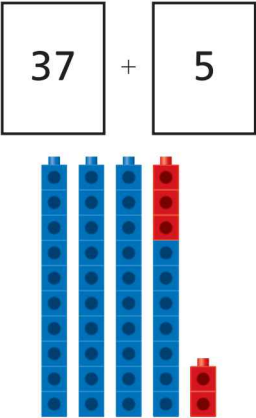
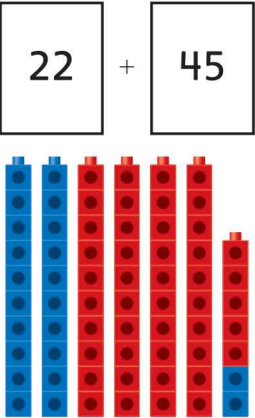


NAME _____

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About the Mathematics in This Unit

Benchmarks/Goals	Examples
Subtract multiples of 10 from multiples of 10 up to 90.	Build 50. Remove 20. How many now? $50 - 20 = 30$
Use greater than and less than symbols to compare two 2-digit numbers.	
Add/subtract 10 to/from any 2-digit number.	$37 + 10 = 47$ $42 - 10 = 32$ 
Use models to add numbers with totals under 100.	$37 + 5$  $37 + 5 = 42$ $22 + 45$  $22 + 45 = 67$

As we engage in the mathematics of this unit, students will continue to share their reasoning and solutions. As they work on problems at home, continue to ask questions that encourage your child to extend his or her thinking and explain his or her reasoning.



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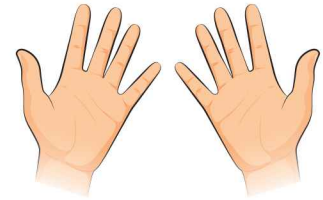
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How Many Fingers?

Solve each problem. Show your work.

1

How many fingers are there on 4 hands?

**2**

How many fingers are there on 8 hands?



NAME _____

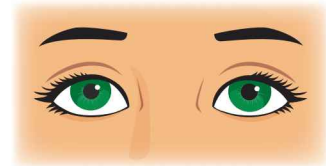
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How Many Eyes?

Solve each problem. Show your work.

1

How many eyes are there in a group of 5 people?

**2**

How many eyes are there in a group of 10 people?

NOTE

Students use what they know about groups of 2s to figure out the total number of eyes in groups of people.

MWI Counting by Groups



NAME _____

DATE _____

How Many Toes?

Solve each problem. Show your work.

1

There are 4 people at the park.
If everyone has 10 toes,
how many toes are there?

**2**

There are 9 people at the park.
If everyone has 10 toes,
how many toes are there?

NOTE

Students use what they know about groups of 10 to solve story problems.

MW1 How Many Tens?



NAME _____

DATE _____

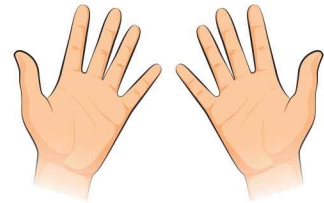
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How Many Fingers? How Many People?

Solve each problem. Show your work.

1

There are 7 people.
If everyone has 10 fingers,
how many fingers are there?



2

There are 50 fingers.
If everyone has 10 fingers,
how many people are there?



NAME _____

DATE _____

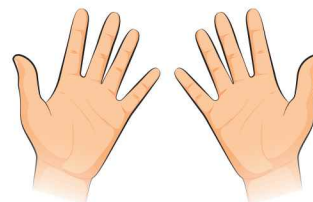
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How Many Fingers? How Many People?

Solve each problem. Show your work.

3

There are 9 people.
If everyone has 10 fingers,
how many fingers are there?

**4**

There are 60 fingers.
If everyone has 10 fingers,
how many people are there?



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How Many Cubes? How Many Towers of 10?

Solve each problem. Show your work.

1

Kim has 6 towers.
Each tower has 10 cubes.
How many cubes does Kim have?

**2**

Max has 40 cubes, in towers of 10.
How many towers of 10 does
he have?



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How Many Cubes? How Many Towers of 10?

Solve each problem. Show your work.

3

Sam has 8 towers.
Each tower has 10 cubes.
How many cubes does Sam have?

**4**

Rosa has 50 cubes, in towers of 10.
How many towers of 10 does
she have?



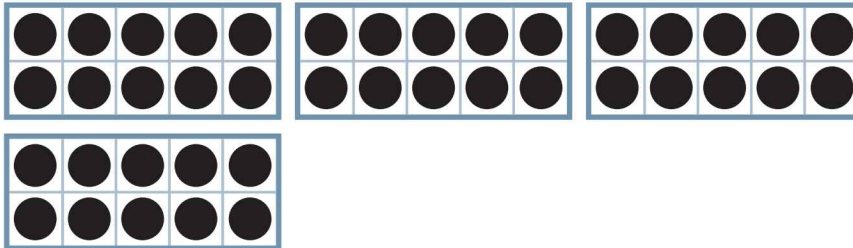
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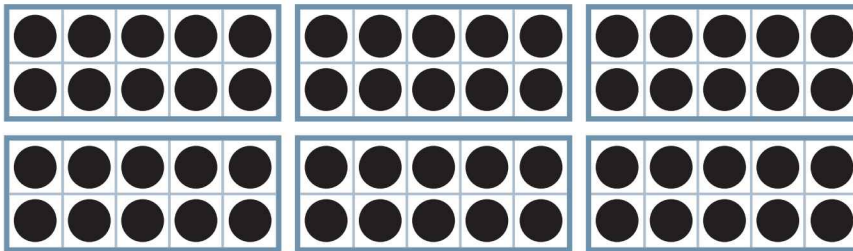
How Many Dots?

1



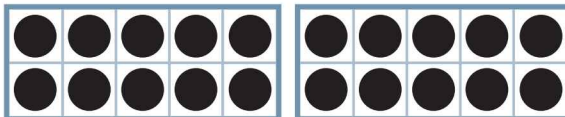
How many dots? _____

2



How many dots? _____

3



How many dots? _____

NOTE

Students write the total number of dots shown on groups of Ten Frame Cards.

MWI How Many Tens?



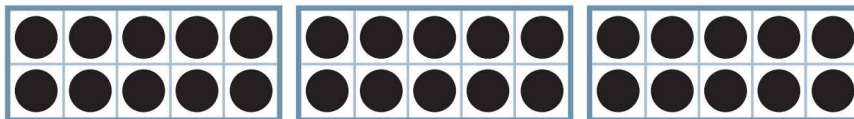
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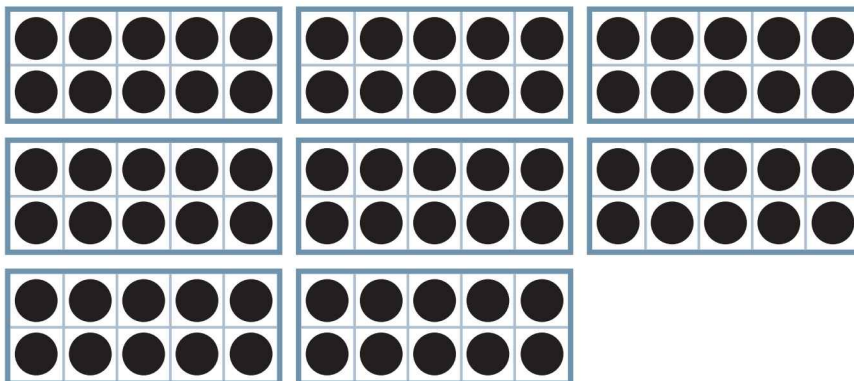
How Many Dots?

4



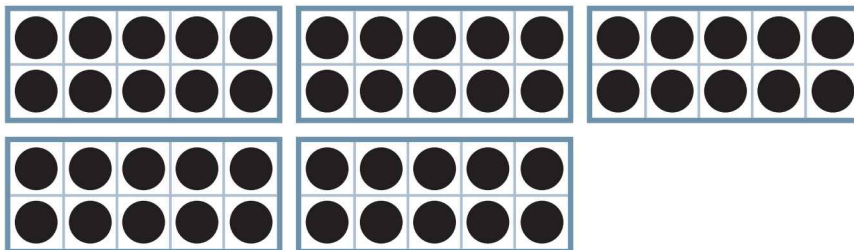
How many dots? _____

5



How many dots? _____

6



How many dots? _____

NOTE

Students write the total number of dots shown on groups of Ten Frame Cards.

MWI Ten Frames: Building Numbers to 100



NAME _____

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How Many Cubes? How Many Towers of 10? 2

Solve each problem. Show your work.

1

Max has 3 towers.
Each tower has 10 cubes.
How many cubes does Max have?

**2**

Rosa has 70 cubes, in towers of 10.
How many towers of 10 does
Rosa have?

NOTE

Students use what they know about groups of 10 to solve story problems.

MWI How Many Tens?