


School-Home Letter

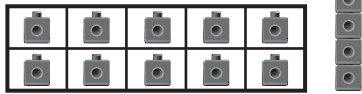
Dear Family,

My class started Chapter 6 this week. In this chapter, I will count numbers to 120 and use tens and ones to make numbers.

Love, _____

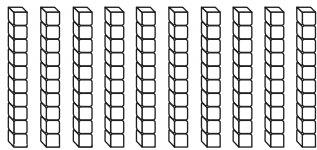
Vocabulary

ones and **ten** You can group 10  to make 1 ten.



$$10 \text{ ones} = 1 \text{ ten}$$

hundred 10 tens is the same as 1 hundred.



$$10 \text{ tens} = 100$$

Home Activity

Give your child a handful of craft sticks, chenille stems, or straws. Have your child make as many groups of 10 as possible, tying bundles of 10 with a rubber band. Have them place the bundles on a desk or table. Have your child put any leftover ones next to the bundles of 10. Then ask your child to write the number.

Literature

Reading math stories reinforces ideas. Look for these books in a library and read them with your child.

One Is a Snail, Ten Is a Crab
by April Pulley Sayre.
Candlewick, 2006.

The Counting Family
by Jane Manners.
Harcourt School Publishers, 2002.

Carta para la casa

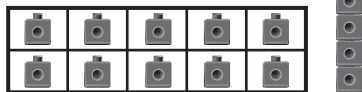
Querida familia:

Mi clase comenzó el Capítulo 6 esta semana. En este capítulo, contaré números hasta el 120 y usaré decenas y unidades para formar números.

Con cariño, _____

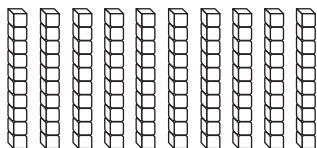
Vocabulario

unidades y decenas puedes agrupar unidades para formar decenas



10 unidades = 1 decenas

centena 10 decenas es lo mismo que 1 centena



10 decenas = 100

Actividad para la casa

Entréguele a su hijo un puñado de palitos para manualidades, hilos de lana o pajitas. Pídale a su hijo que forme la mayor cantidad de grupos posible, atando paquetes de 10 con una banda elástica. Pídale que coloque los paquetes sobre un escritorio o mesa. Pídale que ponga las unidades sobrantes junto a los paquetes de 10. Luego, pídale a su hijo que escriba el número.

Literatura

Leer cuentos de matemáticas refuerza los conceptos. Busque estos libros en una biblioteca y léalos con su hijo.

One Is a Snail, Ten is a Crab
por April Pulley Sayre.
Candlewick, 2006.

The Counting Family
por Jane Manners.
Harcourt School Publishers, 2002.

Count by Ones to 120



COMMON CORE STANDARD—1.NBT.1
Extend the counting sequence.

Use a Counting Chart. Count forward. Write the numbers.

1. 40, _____, _____, _____, _____, _____, _____, _____, _____

.....

2. 55, _____, _____, _____, _____, _____, _____, _____, _____

.....

3. 37, _____, _____, _____, _____, _____, _____, _____, _____

.....

4. 102, _____, _____, _____, _____, _____, _____, _____, _____

.....

5. 96, _____, _____, _____, _____, _____, _____, _____, _____

Problem Solving



Use a Counting Chart. Draw and write numbers to solve.

6. The bag has III marbles. Draw more marbles so there are 117 marbles in all. Write the numbers as you count.



Lesson Check (1.NBT.1)

- Count forward. Write the missing number.

110, 111, 112, _____, 114

Spiral Review (1.OA.1)

- Solve. Write the number.

There are 6 bees. 2 bees fly away. How many bees are there now?

_____ bees

-
- Solve. Draw a model to explain.

There are 8 children. 6 children are boys. The rest are girls. How many children are girls?

_____ girls

Name _____

Count by Tens to 120**COMMON CORE STANDARD—1.NBT.1**
*Extend the counting sequence.***Use a Counting Chart.****Count by tens.****Write the numbers.**1. 1, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____
.....2. 14, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____
.....3. 7, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____
.....4. 29, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____
.....5. 5, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____
.....6. 12, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____
.....7. 26, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____
.....8. 3, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____
.....9. 8, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____
.....**Problem Solving****Real World**

Solve.

10. I am after 70.

I am before 90.

You say me when you count by tens.

What number am I? _____

Lesson Check (1.NBT.1)

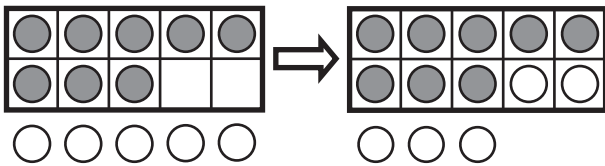
1. Count by tens.

Write the missing numbers.

44, 54, 64, _____, _____, 94

Spiral Review (1.OA.6)

2. Use the model. Write to show how you make a ten. Then add.



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

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

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

3. Write a number sentence to complete the related facts.

$$9 + 6 = 15$$

$$15 - 6 = 9$$

$$6 + 9 = 15$$

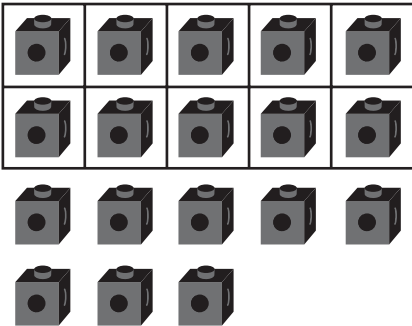
Understand Ten and Ones



COMMON CORE STANDARD—1.NBT.2b
Understand place value.

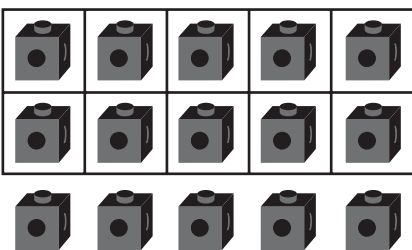
Use the model. Write the number three different ways.

1.



___ ten ___ ones
 ___ + ___

2.



___ ten ___ ones
 ___ + ___

Problem Solving

Draw cubes to show the number.
Write the number different ways.

Rob has 7 ones. Nick has 5 ones. They put all their ones together. What number did they make?

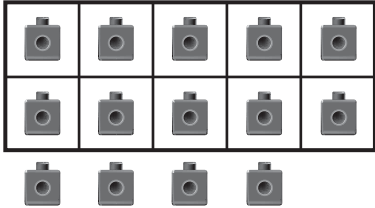
3.



___ ten ___ ones
 ___ + ___

Lesson Check (1.NBT.2b)

1. Use the model. Write the number three different ways.

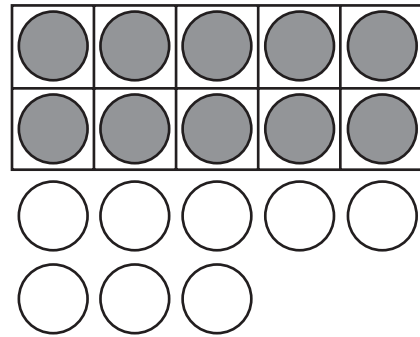


_____ ten _____ ones

$$\begin{array}{r} \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad} \\ \underline{\quad\quad} \end{array}$$

Spiral Review (1.OA.6)

2. Use the model. Write the addition sentence. What number sentence does this model show?



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

-
3. Write two subtraction facts related to $7 + 5 = 12$.


$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

Name _____

HANDS ON Lesson 6.4

Make Ten and Ones

Use . Make groups of ten and ones. Draw your work. Write how many.



COMMON CORE STANDARD—1.NBT.2b
Understand place value.

1.

14
fourteen

_____ ten _____ ones

.....

2.

12
twelve

_____ ten _____ ones

.....

3.

15
fifteen

_____ ten _____ ones

.....

4.

18
eighteen

_____ ten _____ ones

.....

5.

11
eleven

_____ ten _____ one

Problem Solving

Solve.

6. Tina thinks of a number that has 3 ones and 1 ten.
What is the number?
- _____

Lesson Check (1.NBT.2b)

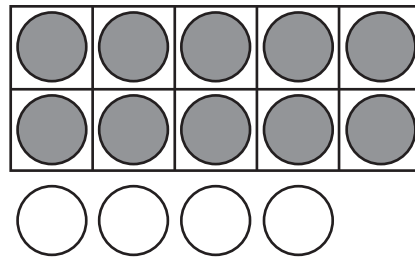
1. How many tens and ones make 17?
Write the numbers.

_____ ten _____ ones



Spiral Review (1.OA.1, 1.OA.6)

2. Use the model. Write the addition sentence. What number sentence does this model show?



_____ + _____ = _____

-
3. Choose a way to solve.
Draw or write to explain.
Ben has 17 books. He gives some away. He has 8 left.
How many books does he give away?

_____ books

Name _____

HANDS ON Lesson 6.5

Tens

Use . Make groups of ten.
Write the tens and ones.



COMMON CORE STANDARDS—1.NBT.2a,
1.NBT.2c *Understand place value.*

1. 90 ones

_____ tens _____ ones

_____ tens = _____
ninety

2. 50 ones

_____ tens _____ ones

_____ tens = _____
fifty

3. 40 ones

_____ tens _____ ones

_____ tens = _____
forty

4. 80 ones

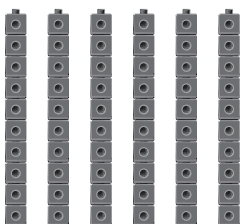
_____ tens _____ ones

_____ tens = _____
eighty

Problem Solving

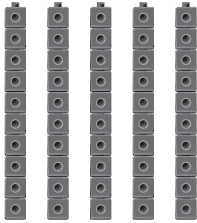
Look at the model. Write the number.

5. What number does the model show?



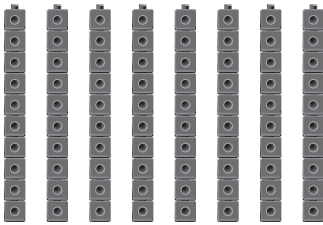
Lesson Check (1.NBT.2a, 1.NBT.2c)

1. What number does the model show?
Write the number.



_____ tens = _____

2. What number does the model show?
Write the number.



_____ tens = _____

Spiral Review (1.OA.3, 1.OA.8)

3. Write the missing number.

$$6 + \square = 13$$

4. What is the sum for $3 + 3 + 4$?

Name _____

HANDS ON Lesson 6.6

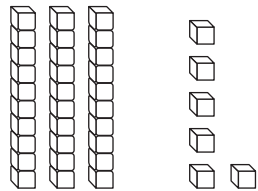
Tens and Ones to 50



COMMON CORE STANDARDS—1.NBT.2
Understand place value.

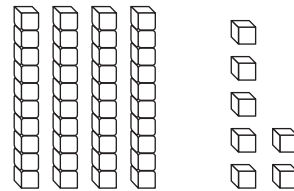
Write the numbers.

1.



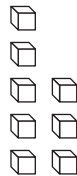
_____ tens _____ ones = _____

2.



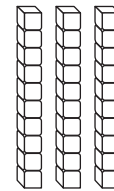
_____ tens _____ ones = _____

3.



_____ tens _____ ones = _____

4.



_____ tens _____ ones = _____

Problem Solving

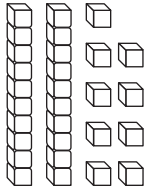
Solve. Write the numbers.

5. I have 43 cubes. How many tens and ones can I make?

_____ tens _____ ones

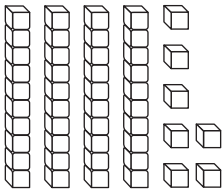
Lesson Check (1.NBT.2)

1. What number does the model show?
Write the numbers.



_____ tens _____ ones = _____

2. What number does the model show?
Write the numbers.



_____ tens _____ ones = _____

Spiral Review (1.OA.1, 1.OA.6)

3. Write the sum?

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

4. Show taking from. Circle the part you take from the group.
Then cross it out.
Write the difference.



$$6 - 4 = \underline{\quad}$$

Name _____

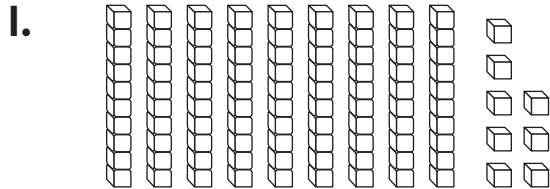
Tens and Ones to 100

HANDS ON Lesson 6.7



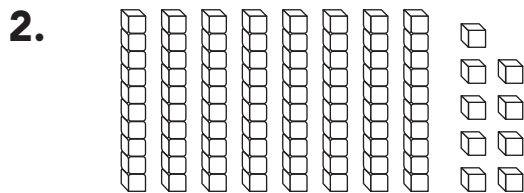
COMMON CORE STANDARDS—1.NBT.2
Understand place value.

Write the numbers.



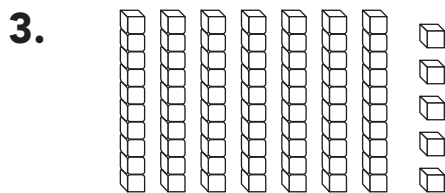
_____ tens _____ ones = _____

.....



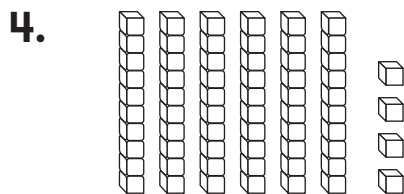
_____ tens _____ ones = _____

.....



_____ tens _____ ones = _____

.....



_____ tens _____ ones = _____

Problem Solving

Draw a quick picture to show the number.
Write how many tens and ones there are.

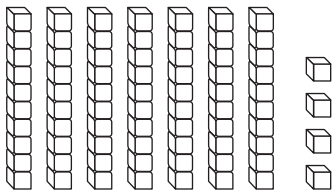
5. Inez has 57 shells.

_____ tens _____ ones

Lesson Check (1.NBT.2)

1. What number has 10 tens 0 ones?

2. What number does the model show?
Write the numbers.



_____ tens _____ ones = _____

Spiral Review (1.OA.3, 1.OA.5)

3. Barry knows that $6 + 5 = 11$.
What other addition fact does he know? Write the new fact.

_____ + _____ = _____

4. Count on to solve $2 + 6$.
Write the sum.

$2 + 6 =$ _____

Name _____

PROBLEM SOLVING

Lesson 6.8

Problem Solving • Show Numbers in Different Ways



COMMON CORE STANDARDS—1.NBT.2A,
1.NBT.3 *Understand place value.*

Use  to show the number two different ways. Draw both ways.

1. 62

Tens	Ones

Tens	Ones

2. 38

Tens	Ones

Tens	Ones

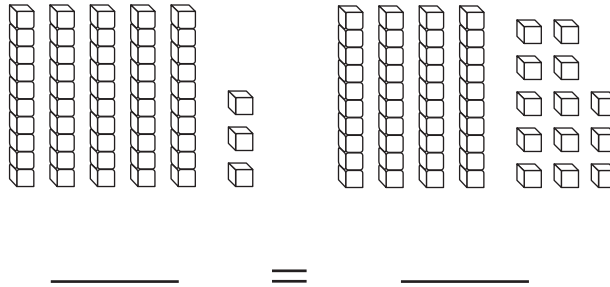
3. 47

Tens	Ones

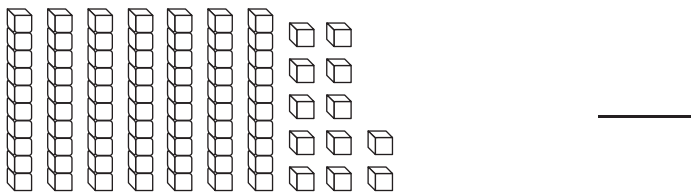
Tens	Ones

Lesson Check (1.NBT.2a, 1.NBT.3)

1. What number does each model show?
Write the numbers.



2. What number does the model show?
Write the number.



Spiral Review (1.OA.6)

3. Subtract to solve. Then add to check your answer.

$$12 - 4 = \square$$

$$\square + 4 = \square$$

4. Write two ways to make 15.

$$15 = \underline{\quad} + \underline{\quad}$$

$$15 = \underline{\quad} + \underline{\quad}$$



Name _____

HANDS ON Lesson 6.9

Model, Read, and Write Numbers from 100 to 110



COMMON CORE STANDARDS—1.NBT.1
Understand place value.

Use   to show the number.
Write the number.

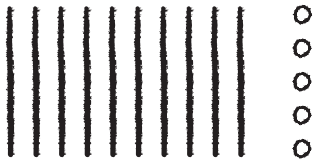
1. 10 tens and
6 more

2. 10 tens and
1 more

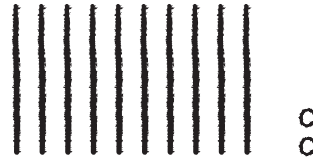
3. 10 tens and
9 more

Write the number.

4.

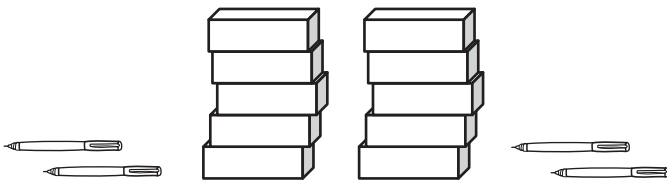


5.




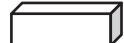
Problem Solving

6. Solve to find the number of pens.



THINK

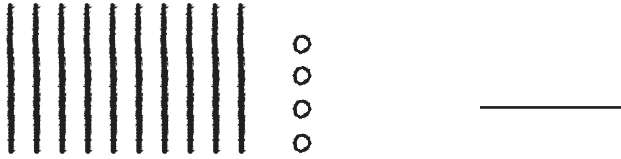
 = 1 pen

 = 10 pens

There are _____ pens.

Lesson Check (1.NBT.1)

1. What number does the model show?
Write the number.



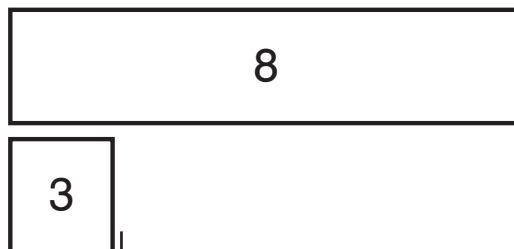
Spiral Review (1.OA.1)

2. Show taking from. Circle the part you take from the group.
Then cross it out.
Write the difference.



$$4 - 3 = \underline{\quad}$$

-
3. Use the model to solve. Ken has 8 pennies. Ron has 3 pennies.
How many fewer pennies does Ron have than Ken?



Name _____

HANDS ON

Lesson 6.10

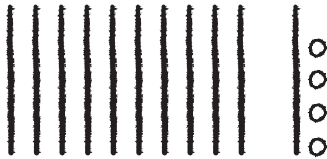
Model, Read, and Write Numbers from 110 to 120



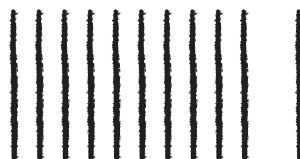
COMMON CORE STANDARDS—1.NBT.1
Extend the counting sequence.

Use  to model the number.
Write the number.

1.



2.



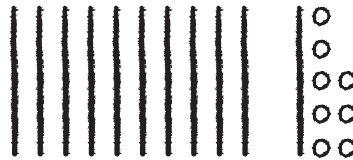
3.



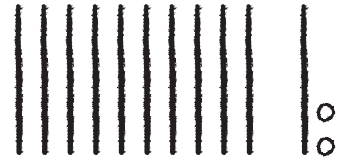
4.



5.



6.



Problem Solving

Choose a way to solve. Draw or write to explain.

7. Dave collects rocks. He makes 12 groups of 10 rocks and has none left over. How many rocks does Dave have?

_____ rocks

Lesson Check (1.NBT.1)

1. What number does the model show?

Write the number.

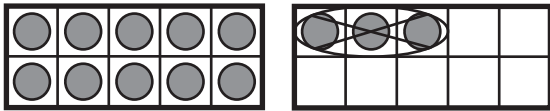


Spiral Review (1.OA.6)

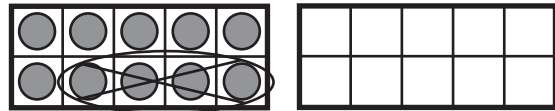
2. Show how to make a ten to solve $13 - 7$.

Write the number sentence.

Step 1



Step 2



$$\begin{array}{r} \underline{\quad} - \quad - \quad - \quad \\ \underline{\quad} - \quad - \quad = \quad \end{array}$$

So, $13 - 7 = \underline{\quad}$.

3. What is the difference?

Write the number.

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$