


G1-M4-Lesson 3

1. Count as many tens as you can. Complete the statement. Say the numbers and the sentences.



2 tens 6 ones is the same as 26 ones.

I see 26 as 2 tens and 6 extra ones. I count by tens first. 10, 20, and 6 ones is 26.



Fill in the missing numbers.

2. <u>27</u>	➔	<table border="1" style="display: inline-table;"> <tr><th>tens</th><th>ones</th></tr> <tr><td>2</td><td>7</td></tr> </table>	tens	ones	2	7	➔	<u>27</u> ones
tens	ones							
2	7							
3. <u>38</u>	➔	8 ones 3 tens	➔	<u>38</u> ones				
4. <u>30</u>	➔	<u>0</u> ones <u>3</u> tens	➔	30 ones				

The number 27 doesn't have 7 ones. It has 27 ones!

There are 38 ones. Or I can say 38 has 3 tens 8 ones. Each ten is made of 10 ones. So, I can count on by tens to get to 30 and then by ones to get to 38.

5. Choose at least one number less than 40. Draw the number in 3 ways:

As grapes:	In a number bond:	In the place value chart:				
		<table border="1" style="display: inline-table;"> <tr><th>tens</th><th>ones</th></tr> <tr><td>1</td><td>6</td></tr> </table>	tens	ones	1	6
tens	ones					
1	6					

I draw 1 group of 10 grapes since 16 has 1 ten. Then, I draw 6 extra grapes to show 6 ones. I can think of 16 as 1 ten 6 ones or 16 ones.