Tens and Ones

Unit 7 Overview: 12 lessons

Students learn that ten ones make a ten, then read two-digit numbers as tens and ones: the teens as a ten and some ones, 10 to 90 as tens and no ones, then any number to 100, as 40 + 7 and in more than one way. With that in hand they compare numbers by their tens first, write >, < and =, put numbers to 120 in order, find them on a number line and sort them in Venn diagrams. Bundles of ten and base-ten blocks carry the whole unit, so keep them on the tables. Lesson 7.6 (number words to 100) is for the states that teach it in 1st grade.

THE UNIT, DAY BY DAY

Day 1	**Pre-Check**	What students already know, before the first lesson.
Day 2	**7.1** Ten ones make a ten	I can make a ten from ten ones.
Day 3	**7.2** Teen numbers as a ten and ones	I can show a teen number as a ten and some ones.
Day 4	**7.3** Decade numbers 10 to 90	I can see 50 as 5 tens.
Day 5	**7.4** Tens and ones to 100	I can tell the tens and ones in a number.
Day 6	**7.5** Expanded form: 40 + 7	I can write a number as tens plus ones.
Day 7	**7.6** Number words to 100 ★	I can read and write number words to 100.
Day 8	**7.7** One number, many ways	I can show a number in more than one way.
Day 9	**7.8** Compare with tens and ones	I can compare numbers by their tens and ones.
Day 10	**7.9** >, < and = to 100	I can compare numbers with >, < and =.
Day 11	**7.10** Order numbers to 120	I can put numbers in order.
Day 12	**7.11** Two-digit numbers on a number line	I can find numbers on a number line.
Day 13	**7.12** Sort numbers with Venn diagrams	I can sort numbers into groups.
Day 14	**Unit Review**	The review, to go over together.
Day 15	**Unit Test**	Form A; Form B (other numbers) is for a retest.

★ Taught in 1st grade in some states. Skip these lessons if yours teaches them in another grade; animalmath.com/standards shows your state's list.

GET READY FOR THE UNIT

- Straws or craft sticks with rubber bands for bundling, about 60 for each pair
- Base-ten blocks (rods and plenty of unit cubes) and a tens and ones mat for each student
- Ten frames and counters, number cards 1 to 120 and a 120 chart for each student
- Whiteboards and dry erase markers, and two hoops or yarn loops for Venn diagrams

HOW EACH LESSON GOES

1. Warm up (5 min)
2. Teach (10 min)
3. Try it together (10 min)
4. Practice (15 min)
5. Exit ticket (5 min): a quick check on the lesson.

Each lesson page ends with the Animal Math sheets, makers, tools and quizzes for it. "Sheet 3" is the third worksheet of a pack; a color pack prints each sheet again in black and white.

CHECKING AS YOU GO

PRINTABLE **Pre-Check**: Day 1, with a key

PRINTABLE **Unit Review**: the day before the test

EXIT TICKET **Exit Tickets**: one a lesson, four to a page

PRINTABLE **Unit Test**: Forms A and B, with keys

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Tens and Ones

Lesson 7.1: Ten ones make a ten

GOAL Students put ten loose ones together to make one ten, count a group by its tens and the ones left over, and see that a ten is still ten things, just packed together.

I can make a ten from ten ones.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Flash ten frames with 6, 9 and 10 dots. Students show the number on their fingers and say how many more make 10.
2. **Teach** (10 min) Count 23 straws into a pile by ones. Count them again, putting a rubber band around each 10: 2 bundles and 3 left. Write 2 tens 3 ones = 23. Then lay out 1 bundle and 14 loose straws, band ten of the loose ones and show 2 tens 4 ones.

   Say: "Ten ones make one ten. It is still ten straws, just put together."
3. **Try it together** (10 min) Pairs grab a handful of straws, bundle them by tens and say the tens and ones. Then give each pair 1 ten and 12 ones to trade. Include a handful with no ones left over (30) and one under 20.
4. **Practice** (15 min) Students circle groups of ten on sheet 1 of Bundling Tens and Ones, then circle ten ones and trade them on sheet 2. Early finishers set up a trade with cubes for a partner.
5. **Exit ticket** (5 min) Students do **Exit Ticket 7.1** and circle a face beside the "I can" line. Look at the trade: 1 ten 14 ones should become 2 tens 4 ones, not 1 ten 4 ones.

Need help? Work with 11 to 20 things first, filling one ten frame before starting the next.

Ready for more? Bundle a handful of more than 50, or tell how many more ones are needed to make the next ten.

GET READY

- Straws and rubber bands, 40 a pair
- Snap cubes and a ten frame each
- A tens and ones mat for each student

WORDS TO USE

ten: ten ones put together, like a bundle of 10 straws

ones: single things, not in a ten

trade: swap ten ones for one ten; the amount stays the same

ASK

- How many tens? How many ones left over?
- Is a bundle of ten more than ten loose straws?
- When can you make a new ten?

WATCH FOR

Circles groups that are not ten. Have them touch and count each thing; a full ten frame shows ten.

Counts each bundle as one: 2 tens 3 ones is 5. Unband a bundle and count it: ten. Then count 10, 20, 21, 22, 23.

After a trade, keeps the old number of tens. Move the new ten over to the tens and count them again.

ON ANIMAL MATH

- PRINTABLE — **Bundling Tens and Ones**: sheets 1-2
- MAKER — **Base-ten Values**: Mode Many Ways, Number Range 10-20
- TOOL — **Base Ten Blocks**: select ten ones and press Put Together
- TOOL — **Ten Frames**
- EXIT TICKET — **1st Grade Place Value Exit Tickets**: Exit Ticket 7.1

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Tens and Ones

Lesson 7.2: Teen numbers as a ten and ones

GOAL Students show 11 to 19 as one full ten and some more ones, and read the number from it: 16 is 1 ten and 6 ones.

I can show a teen number as a ten and some ones.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Show a full ten frame and ask how many. Put one counter on a second frame: how many now? Keep adding one at a time to 15.
2. **Teach** (10 min) Pull the card 16. Fill one ten frame and put 6 counters on a second. Write 1 ten 6 ones = 16. Point to the 1 in 16: it stands for the whole full frame, not one counter. Show 11 and 12 too: their names hide the ten, but they are built the same way.

   > **Say:** "Every teen number is one ten and some more ones. Sixteen is ten and six."

3. **Try it together** (10 min) Pull cards 11 to 19. Partners build each number with two ten frames and say "1 ten and ____ ones." Then go the other way: show a cube train of ten and 7 loose cubes, and students write 17 on whiteboards.
4. **Practice** (15 min) Students write the tens and ones of the blocks on sheets 1 and 2 of Base-Ten Blocks to 20 (a few are under 10), then count the ten frames on sheet 1 of Three Sisters Garden Math.
5. **Exit ticket** (5 min) Students do **Exit Ticket 7.2** and circle a face beside the "I can" line. Check the tens blank: for a teen number it is always 1, never 10.

Need help? Build each teen number with a cube train of ten and loose cubes, saying "ten and ____" each time.

Ready for more? Show 20 as 2 tens and 0 ones, or tell how many more ones each teen number needs to make 20.

GET READY

- Two ten frames and 20 counters for each student
- Number cards 11 to 19
- A cube train of ten and loose cubes

WORDS TO USE

teen number: a number from 11 to 19; it is a ten and some ones

full ten frame: a frame with all 10 spaces filled; it shows 1 ten

digit: one of the numerals in a number; in 16 the 1 is the ten and the 6 is the ones

ASK

- How many tens are in 14? How do you know?
- What does the 1 in 18 stand for?
- How is 13 like 3? How is it different?

WATCH FOR

Writes 61 for sixteen. Teen words say the ones first. Build it, then write the ten first: 1, then 6.

Writes 10 in the tens blank. The blank asks how many tens: one full frame is 1 ten.

Counts every counter from 1. Cover the full frame with a hand, say "ten" and count on.

ON ANIMAL MATH

- PRINTABLE **Base-Ten Blocks to 20**: sheets 1-2
- PRINTABLE **Base-Ten Standard Form to 20**: any sheet, write the number for the blocks
- PRINTABLE **Three Sisters Garden Math**: sheet 1
- MAKER **Ten Frames Counting**: Mode Count the Dots, Number Range 10-20
- MAKER **Base-ten Values**: Mode Standard Form, Number Range 10-20
- TOOL **Ten Frames**: add a second frame with + 10-Frame
- EXIT TICKET **1st Grade Place Value Exit Tickets**: Exit Ticket 7.2

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Tens and Ones

Lesson 7.3: Decade numbers 10 to 90

GOAL Students see 10, 20, 30 up to 90 as 1 to 9 tens and 0 ones: they count tens to name the number (5 tens is 50) and name the tens in a number (60 is 6 tens).

I can see 50 as 5 tens.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Count by tens to 100 and back, flashing ten fingers for each ten. Then five students each hold up ten fingers: how many fingers in all?
2. **Teach** (10 min) Lay down bundles one at a time and count them: 1 ten, 10; 2 tens, 20; up to 9 tens, 90. Write each one, such as 4 tens = 40. Show that the first digit is the number of tens and the 0 says no ones. Add a tenth bundle: 10 tens = 100.

   Say: "Fifty is 5 tens and no ones. The 5 tells the tens."
3. **Try it together** (10 min) Show rods on the board; students write the number on whiteboards. Then say a decade number (70) and partners build it with rods. Include 10 (just 1 ten) and 90.
4. **Practice** (15 min) Students count the rods on sheet 3 of Bundling Tens and Ones and draw sticks for 60 and 80, then fill in sheets 1 and 2 of Skip Counting by 10s.
5. **Exit ticket** (5 min) Students do **Exit Ticket 7.3** and circle a face beside the "I can" line. Look at "60 = ___ tens": an answer of 60 or 0 means the digits are not read as tens yet.

Need help? Count bundles to 50 only, saying the ten number out loud as each bundle is laid down.

Ready for more? Count by tens from 4 (4, 14, 24) with rods and one cube, or tell how many tens make 100.

GET READY

- Ten bundles of ten straws, or ten cube trains of ten
- Base-ten rods for each pair
- Whiteboards and markers

WORDS TO USE

decade number: 10, 20, 30 and so on: only tens, no ones

zero: none; the 0 in 40 says there are no ones

tens: groups of ten, like bundles or rods

ASK

- How many tens are in 70? How do you know?
- Why is there a 0 in 30?
- What number is 10 tens?

WATCH FOR

Writes 6 for 6 tens. Count the rods by tens out loud: 10, 20, 30, 40, 50, 60. The last number said is the number.

Writes 50 tens for 50. Ask how many rods it takes to build 50, then build it and count them.

Says fifteen for 50. Say both slowly and build both: 15 is 1 ten and 5 ones, 50 is 5 tens.

ON ANIMAL MATH

- PRINTABLE **Bundling Tens and Ones**: sheet 3
- PRINTABLE **Skip Counting by 10s**: sheets 1-2
- MAKER **Skip Counting**: Skip Count By 10s, Range 10 to 100, Starting Number Multiples
- TOOL **Base Ten Blocks**
- TOOL **Hundreds Chart**: Skip Count Highlight 10s
- QUIZ **Place Value Quiz**: the Tens and Ones level
- EXIT TICKET **1st Grade Place Value Exit Tickets**: Exit Ticket 7.3

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Tens and Ones

Lesson 7.4: Tens and ones to 100

GOAL Students read any two-digit number as tens and ones from blocks or a picture, and build a number from its digits: 47 is 4 tens and 7 ones.

I can tell the tens and ones in a number.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Show 2 rods and 5 cubes for three seconds, then cover them. Students write the number on whiteboards. Uncover and count together: 10, 20, 21 ... 25.
2. **Teach** (10 min) Pull the card 47 and build it on the mat: 4 rods on the tens side, 7 cubes on the ones side. Write 4 tens 7 ones = 47 and point: the 4 is the rods, the 7 is the cubes. Then build 74 beside it: the same digits, a very different amount.

   Say: "The first digit tells the tens. The second digit tells the ones."
3. **Try it together** (10 min) Partner A pulls a card and builds it; partner B counts tens, then ones, and writes "____ tens ____ ones." Switch. Include pairs like 36 and 63, and a number with no ones (80).
4. **Practice** (15 min) Students write the tens and ones on sheets 1 to 3 of Base-Ten Blocks 10 to 100 (the chart has a hundreds box: write 0 there). Early finishers draw a number with sticks and dots for a partner to read.
5. **Exit ticket** (5 min) Students do **Exit Ticket 7.4** and circle a face beside the "I can" line. In the blocks question, 63 for 3 tens 6 ones means the tens and ones were swapped.

Need help? Use numbers up to 40 and build every one before writing it.

Ready for more? Find every number they can build with exactly 5 blocks (50, 41, 32, 23, 14, 5).

GET READY

- Base-ten blocks and a tens and ones mat for each student
- Number cards 10 to 99
- Whiteboards and markers

WORDS TO USE

tens place: the left digit of a two-digit number; it tells how many tens

ones place: the right digit; it tells how many ones

digit: one of the numerals 0 to 9 that make up a number

ASK

- How many tens are in 58? How many ones?
- Which is more, 4 tens or 9 ones? How do you know?
- Why do 36 and 63 look so different in blocks?

WATCH FOR

Writes 74 for 4 tens 7 ones. Point left to right across the mat: tens first, then ones, the way we write.

Counts each rod as one: 4 rods 7 cubes is 11. Count the cubes in one rod, then count the rods by tens.

ON ANIMAL MATH

- PRINTABLE — **Base-Ten Blocks 10 to 100**: sheets 1-3
- MAKER — **Base-ten Blocks Place Value**: Number Range 10-100
- TOOL — **Base Ten Blocks**: Advanced Options: Show total, to check
- QUIZ — **Place Value Quiz**: the Tens and Ones level
- EXIT TICKET — **1st Grade Place Value Exit Tickets**: Exit Ticket 7.4

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Tens and Ones

Lesson 7.5: Expanded form: 40 + 7

GOAL Students write a two-digit number as its tens plus its ones (47 = 40 + 7) and turn tens plus ones back into the number, seeing that 4 tens are worth 40.

I can write a number as tens plus ones.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Show rods only and count them by tens: 3 rods, 5 rods, 8 rods. Then show 4 rods and 7 cubes and have students say the number.
2. **Teach** (10 min) Build 47 with blocks. Count the rods: 40. Count the cubes: 7. Write 47 = 40 + 7. Lay the 7 card over the 0 of the 40 card to make 47, then slide them apart again. Do 62 and 85 the same way.

   Say: "Forty-seven is forty and seven. The 4 is worth 40."
3. **Try it together** (10 min) Write a number on the board; students write it as tens plus ones on whiteboards. Then go the other way: 30 + 9 = ____. Include a number with no ones (60 = 60 + 0) and a teen number (16 = 10 + 6).
4. **Practice** (15 min) Students do sheets 1 to 3 of Expanded and Standard Form 2 Digit: tens plus ones, then the number, then a mix of both.
5. **Exit ticket** (5 min) Students do **Exit Ticket 7.5** and circle a face beside the "I can" line. Look at the circle question for 70 + 5: 705 shows numbers written side by side, 57 the digits swapped.

Need help? Build each number with blocks first, write the rods and the cubes as two numbers, then put the plus sign between them.

Ready for more? Write one number three ways (47, 4 tens 7 ones, 40 + 7), or fill in 40 + ____ = 46 and ____ + 8 = 38.

GET READY

- Base-ten blocks and a tens and ones mat
- Place value cards: 40 and 7 that slide together to make 47 (or index cards)
- Whiteboards and markers

WORDS TO USE

expanded form: a number written as its tens plus its ones, like 40 + 7

value: how much a digit is worth; the 4 in 47 is worth 40

ASK

- What is the 6 in 64 worth? How do you know?
- Why is it 40 + 7 and not 4 + 7?
- Which number is 50 + 3?

WATCH FOR

Writes 4 + 7 for 47. Build it: the 4 is four rods, and four rods are 40.

Writes 407 for 40 + 7. Lay the 7 card over the 0 of the 40 card: the ones go where the 0 was.

Writes 57 for 70 + 5. Say the tens first: 70 is 7 tens, so 7 is written first.

ON ANIMAL MATH

PRINTABLE **Expanded and Standard Form 2 Digit**: sheets 1-3

MAKER **Expanded Form**: Mode Mixed Form Practice, Number Range 2-digit (10-99)

TOOL **Base Ten Blocks**

EXIT TICKET **1st Grade Place Value Exit Tickets**: Exit Ticket 7.5

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Tens and Ones

Lesson 7.6: Number words to 100

GOAL Students read and write number words to 100 by putting a tens word with a ones word (forty-six), and match each word to its number.

I can read and write number words to 100.

About 45 minutes

★ Taught in 1st grade in some states

THE LESSON

1. **Warm up** (5 min) Count by tens to 100 while you point to each tens word on the word wall: twenty, thirty, forty and on.
2. **Teach** (10 min) Show how the tens words sound like their digits: six and sixty, seven and seventy. Point out the ones that change: twenty, thirty, forty (no u) and fifty. Then build 46 from the card forty, a hyphen and the card six, and write forty-six under 46.

   Say: "First the tens word, then a hyphen, then the ones word."
3. **Try it together** (10 min) Pairs pull a number card, build its word from the word cards and write it on a whiteboard. Include a decade number (70 is just seventy), a teen number (fourteen), and 14, 40 and 4 side by side.
4. **Practice** (15 min) Students write the words for the blocks on sheets 1 to 3 of Base-Ten Word Form to 100, with the word bank card on the desk. Early finishers write their age and the number of students in the class in words.
5. **Exit ticket** (5 min) Students do **Exit Ticket 7.6** and circle a face beside the "I can" line. In the circle question, fourteen, forty and four are the words most often mixed up.

Need help? Work with the decade words first, then 21 to 39, with the word bank card on the desk.

Ready for more? Write a number in words for a partner to build in blocks, or write the words for 100 to 105.

GET READY

- Word cards one to nineteen, and the tens twenty to ninety
- Number cards 20 to 99
- A number word wall or word bank card

WORDS TO USE

tens word: twenty, thirty, forty and so on; each one names some tens

hyphen: the short line that joins two words, as in forty-six

ASK

- How is sixty like six?
- Why does forty-six have a hyphen, but forty does not?
- What number is eighty-three? How do you know?

WATCH FOR

Writes fourty or fivety. Keep a card of the tricky tens words on the desk: forty, fifty, twenty, thirty.

Writes sixty-four for 46. Say the tens first: 46 is 4 tens, forty, then six.

Mixes up fourteen and forty. Build both: fourteen is 1 ten 4 ones, forty is 4 tens.

ON ANIMAL MATH

- PRINTABLE **Base-Ten Word Form to 100**: sheets 1-3
- PRINTABLE **Number Words to 20**: sheet 2, to review the teen words
- MAKER **Base-ten Values**: Mode Word Form, Number Range 10-100
- QUIZ **Numbers to 120 Quiz**: the To 100 level
- EXIT TICKET **1st Grade Place Value Exit Tickets**: Exit Ticket 7.6

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Tens and Ones

Lesson 7.7: One number, many ways

GOAL Students show a two-digit number in more than one way by breaking a ten into ten ones (34 is 3 tens 4 ones and also 2 tens 14 ones), and see that the amount does not change.

I can show a number in more than one way.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Show 1 ten and 13 ones with blocks. Students trade ten ones for a ten in their heads and write the number (23) on whiteboards.
2. **Teach** (10 min) Build 34 with 3 rods and 4 cubes. Trade one rod for ten cubes: now 2 rods and 14 cubes. Count it: 10, 20, then 21 to 34. Write 3 tens 4 ones = 2 tens 14 ones = 34. Break one more ten: 1 ten 24 ones is still 34.

   > **Say:** "I broke a ten into ten ones. It is the same number, just more ones."

3. **Try it together** (10 min) Pairs build 52 and find as many ways as they can, writing each as tens and ones. Then show three pictures on the board, two of 41 and one of 14, and ask which show 41.
4. **Practice** (15 min) Students break a ten on sheet 4 of Bundling Tens and Ones, then circle every picture that shows the number on sheet 5. Early finishers find every way to build 25.
5. **Exit ticket** (5 min) Students do **Exit Ticket 7.7** and circle a face beside the "I can" line. Watch the pictures of 32: circling 2 tens 3 ones means the student read the digits, not the blocks.

Need help? Use numbers in the teens and 20s, with real straw bundles that can be taken apart.

Ready for more? Find every way to show 45 with rods and cubes, and explain how they know they found them all.

GET READY

- Base-ten blocks with plenty of unit cubes for each pair
- Straw bundles with rubber bands that come off
- Whiteboards and markers

WORDS TO USE

break a ten: take a ten apart into ten ones

same amount: the same number of things, even when they look different

ASK

- Is 2 tens 14 ones more, less or the same as 3 tens 4 ones? How do you know?
- How many ways can you show 30?
- What happens to the ones when you break a ten?

WATCH FOR

Writes 214 for 2 tens 14 ones. Trade ten ones back for a ten and count again: 3 tens 4 ones is 34.

Breaks a ten but keeps the old number of tens. Have them say "one ten fewer, ten ones more" and count the rods again.

Thinks more blocks make a bigger number. Count both ways out loud: both end at 34.

ON ANIMAL MATH

PRINTABLE **Bundling Tens and Ones**: sheets 4-5

MAKER **Base-ten Values**: Mode Many Ways, Number Range 10-100

TOOL **Base Ten Blocks**: select a ten and press Break Apart

QUIZ **Place Value Quiz**: the Tens and Ones level

EXIT TICKET **1st Grade Place Value Exit Tickets**: Exit Ticket 7.7

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Tens and Ones

Lesson 7.8: Compare with tens and ones

GOAL Students compare two two-digit numbers by their tens first, and by the ones only when the tens are the same, using blocks and quick drawings (a stick for each ten, a circle for each one).

I can compare numbers by their tens and ones.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Show two cube trains, 7 and 4: which is more? Then show 3 rods and 5 rods: which is more, and by how much?
2. **Teach** (10 min) Build 53 and 48 side by side. 48 has more cubes, but 53 has more tens: 5 tens is more than 4 tens, so 53 is greater. Write 53 > 48 and read it: 53 is greater than 48. Then build 62 and 67: the tens are the same, so the ones decide. Show both with quick drawings.

   > **Say:** "I look at the tens first. If the tens are the same, I look at the ones."

3. **Try it together** (10 min) Partners each pull a card and build it, then say whose number is greater, starting with "I have ____ tens." Include more ones but fewer tens (39 and 41), the same tens (56 and 52) and swapped digits (27 and 72).
4. **Practice** (15 min) Students write the numbers for the blocks and compare them on sheet 1 of Comparing and Ordering Numbers to 120, then draw sticks and circles to compare on sheet 2.
5. **Exit ticket** (5 min) Students do **Exit Ticket 7.8** and circle a face beside the "I can" line. In the blocks question, 48 has more cubes than 53: a student who picks 48 counted cubes, not tens.

Need help? Compare numbers under 50 with blocks on a tens and ones mat, one number above the other.

Ready for more? Compare three numbers with quick drawings, or name every number between 48 and 53.

GET READY

- Base-ten blocks for each pair
- Number cards 10 to 99
- Whiteboards and markers

WORDS TO USE

greater: more; the greater number has more

less: not as many; the smaller amount

quick drawing: a stick for each ten and a circle for each one

ASK

- Which number has more tens?
- Why is 41 greater than 39 when 39 has more ones?
- When do you need to look at the ones?

WATCH FOR

Picks the number with more ones (39 over 41). Build both, count the rods first and say "4 tens is more than 3 tens."

Draws a stick for every one. Say the number in tens and ones first: 36 is 3 tens, so 3 sticks.

Says 27 and 72 are the same. Build them: 2 tens 7 ones and 7 tens 2 ones look very different.

ON ANIMAL MATH

- PRINTABLE — **Comparing and Ordering Numbers to 120**: sheets 1-2
- MAKER — **Greater Than / Less Than**: Number Range 0 to 100, Show Numbers As Base-Ten Blocks
- TOOL — **Base Ten Blocks**
- QUIZ — **Place Value Quiz**: the Compare level
- EXIT TICKET — **1st Grade Place Value Exit Tickets**: Exit Ticket 7.8

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Tens and Ones

Lesson 7.9: >, < and = to 100

GOAL Students compare two numbers to 100 by their tens and ones and write >, < or = between them, reading each sentence aloud ("38 is less than 83").

I can compare numbers with >, < and =.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Say two numbers, such as 45 and 54. Students hold up fingers for the tens of each, then say which number is greater.
2. **Teach** (10 min) Write 38 and 83. Compare the tens: 3 tens and 8 tens, so 38 < 83. Show that the open side faces the greater number, and read it left to right: 38 is less than 83. Then write 71 and 67 (71 > 67), and 50 + 1 and 51: the same amount, so 50 + 1 = 51.

   > **Say:** "The open side faces the greater number. I read it from left to right."

3. **Try it together** (10 min) Partners pull two cards, lay a sign card between them and read the sentence aloud. Then swap the two cards: the sign turns too. Include pairs that need the ones (64 and 61), swapped digits (29 and 92) and an equal pair (40 + 6 and 46).
4. **Practice** (15 min) Students write the signs on sheets 1 and 2 of Comparing Numbers to 50 (some pairs are one-digit), then sheets 1 and 2 of Comparing Numbers to 100. Early finishers do sheet 5 of Fall Comparing Numbers.
5. **Exit ticket** (5 min) Students do **Exit Ticket 7.9** and circle a face beside the "I can" line. For the true one, have students read both sentences aloud: only 56 is greater than 49 is true.

Need help? Compare numbers under 50 on a tens and ones mat, building both numbers before choosing a sign.

Ready for more? Write three true sentences about 64, one with each sign, or compare numbers past 100.

GET READY

- Number cards 10 to 100
- Cards with >, < and = for each pair
- Whiteboards and markers

WORDS TO USE

greater than: the sign >; its open side faces the greater number

less than: the sign <; its point faces the smaller number

equal to: the sign =; both sides are the same amount

ASK

- How do you know which way the sign goes?
- Read this one aloud. Is it true?
- Why is 50 + 1 equal to 51?

WATCH FOR

Turns the sign the wrong way. Read it aloud left to right; if it is not true, flip the sign.

Compares the ones first (writes 29 > 32). Cover the ones digits with a finger and compare the tens.

Never writes =. Build an equal pair in blocks: the same amount gets =.

ON ANIMAL MATH

- PRINTABLE **Comparing Numbers to 50**: sheets 1-2
- PRINTABLE **Comparing Numbers to 100**: sheets 1-2
- PRINTABLE **Fall Comparing Numbers**: sheet 5
- MAKER **Greater Than / Less Than**: Number Range 0 to 100, Show Numbers As Numerals
- QUIZ **Place Value Quiz**: the Compare level
- EXIT TICKET **1st Grade Place Value Exit Tickets**: Exit Ticket 7.9

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Tens and Ones

Lesson 7.10: Order numbers to 120

GOAL Students put three numbers to 120 in order, least to greatest or greatest to least, comparing the tens first and the ones when the tens are the same.

I can put numbers in order.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Three students hold the cards 23, 32 and 28. The class tells them how to stand in order from least to greatest.
2. **Teach** (10 min) Write 108, 81 and 99. Compare the tens: 81 has 8 tens, 99 has 9 tens and 108 has 10 tens, so 108 is the greatest. Write 81 < 99 < 108 and check on the 120 chart: the order is the order you meet them counting. Then order 64, 61 and 68: the same tens, so the ones decide.

   > **Say:** "I find the least number first, then the next one, then the greatest."

3. **Try it together** (10 min) Groups of three each pull a card and line up in order, then turn around and order themselves greatest to least. Include a number past 100 (112), three with the same tens (75, 71, 79) and swapped digits (45 and 54).
4. **Practice** (15 min) Students write each number and order the blocks on sheet 3 of Comparing and Ordering Numbers to 120, then order numbers both ways on sheet 4 (the signs show which way).
5. **Exit ticket** (5 min) Students do **Exit Ticket 7.10** and circle a face beside the "I can" line. Look for 108 written first: it starts with a 1, so some students take it for the least.

Need help? Order numbers under 50 by building each one with blocks and lining them up.

Ready for more? Order four or five numbers to 120, or name every number between 98 and 104.

GET READY

- Number cards 1 to 120
- A 120 chart for each student
- The class number line

WORDS TO USE

order: put in a line from least to greatest, or greatest to least

least: the smallest number

greatest: the biggest number

ASK

- Which number is the least? How do you know?
- Where does 105 go, before or after 99? Why?
- How do the signs tell you which way to order?

WATCH FOR

Puts 108 before 81 because it starts with 1. Find both on the 120 chart: 108 comes after 100, much later in the count.

Orders by the ones: writes 31 < 24 < 18. Cover the ones digits and order by the tens first.

Writes least first when the signs ask for greatest first. Read the words under the blanks and point to where greatest goes before starting.

ON ANIMAL MATH

- PRINTABLE — **Comparing and Ordering Numbers to 120**: sheets 3–4
- TOOL — **Number Line**: Start 90, End 120, then Apply
- TOOL — **Hundreds Chart**: Chart 1 to 120
- QUIZ — **Place Value Quiz**: the Compare level
- EXIT TICKET — **1st Grade Place Value Exit Tickets**: Exit Ticket 7.10

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Tens and Ones

Lesson 7.11: Two-digit numbers on a number line

GOAL Students place two-digit numbers on a number line that shows only some numbers, counting the marks from a number they know, and write missing numbers on a line.

I can find numbers on a number line.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Count from 47 to 63 together while a student walks the class number line, stepping on each mark.
2. **Teach** (10 min) Show the line from 50 to 60. Place 52: count two marks on from 50. Place 59: one mark back from 60 is quicker. Then draw a line from 0 to 100 marked by tens: 70 is on the seventh mark after 0, and 75 is halfway between 70 and 80.

   > **Say:** "I start at a number I know and count the marks to my number."

3. **Try it together** (10 min) Hand out the sticky notes 51 to 59 in a jumble. Students stick theirs on the board line and tell where they started counting. Then draw a line from 66 to 72 with two numbers left out, and the class fills them in.
4. **Practice** (15 min) Students draw a line from each number to its place on sheet 5 of Comparing and Ordering Numbers to 120, then mark numbers you call out on the 0 to 100 lines of Number Line Paper sheet 4.
5. **Exit ticket** (5 min) Students do **Exit Ticket 7.11** and circle a face beside the "I can" line. On the 50 to 60 line, check 57 and 59: counting 50 as the first mark puts them one mark off.

Need help? Work on a line from 0 to 20 with every number written, then cover a few with sticky notes.

Ready for more? Place numbers on a line from 80 to 120 with only the tens written, or make a number line puzzle for a partner.

GET READY

- A board number line from 50 to 60 with only 50, 55 and 60 written
- Sticky notes with the numbers 51 to 59
- Whiteboards and markers

WORDS TO USE

mark: a short line for one number

halfway: in the middle; 55 is halfway from 50 to 60

ASK

- Where did you start counting? Why there?
- Is 57 closer to 50 or to 60?
- What number is halfway between 30 and 40?

WATCH FOR

Counts the start mark as one, and puts 52 on 51. Put a finger on 50 and say "zero", then count one for each hop to the next mark.

On a line marked by tens, reads the marks as 1, 2, 3. Read the numbers already written: they go up by ten, so each mark is ten more.

Counts back from 60 but says the numbers going up. Hop to the left and say one less each time: 60, 59, 58.

ON ANIMAL MATH

- PRINTABLE — **Comparing and Ordering Numbers to 120**: sheet 5
- PRINTABLE — **Number Line Paper: Blank and Labeled Number Lines**: sheet 4 (0 to 100 by tens)
- MAKER — **Number Line**: Mode Place the Number, Number Range 1-100
- TOOL — **Number Line**: set Start and End, then Apply
- QUIZ — **Numbers to 120 Quiz**: the To 100 level
- EXIT TICKET — **1st Grade Place Value Exit Tickets**: Exit Ticket 7.11

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Tens and Ones

Lesson 7.12: Sort numbers with Venn diagrams

GOAL Students sort two-digit numbers in a Venn diagram by rules about their tens and ones (more than 50, has 7 ones): numbers that fit both rules go in the middle, numbers that fit neither go outside.

I can sort numbers into groups.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Say a rule: "Stand up if your number has 4 tens." Students check their cards and stand. Repeat with "has 3 ones" and "more than 50."
2. **Teach** (10 min) Lay two overlapping hoops labeled More Than 50 and Has 7 Ones. Place 82 (more than 50, only 2 ones), 27 (7 ones, not more than 50), then 57: it fits both, so it goes in the middle. Place 45: it fits neither, so it goes outside. Check each one by its tens and ones.

   > **Say:** "If a number fits both rules, it goes where the circles overlap."
3. **Try it together** (10 min) Students take turns placing their number cards in the floor hoops and saying why. Change the labels (Has 3 Tens, Has 5 Ones) and sort again, making sure a number lands in every part, 35 in the middle.
4. **Practice** (15 min) Students sort numbers on sheets 3 and 4 of Inside and Apart Venn Diagrams, then on sheet 2 of Venn Diagrams with Numbers (its other circle is odd numbers: ones digit 1, 3, 5, 7 or 9).
5. **Exit ticket** (5 min) Students do **Exit Ticket 7.12** and circle a face beside the "I can" line. Check that 57 is in the middle, and in the circle question that 14 and 74 are left out: they have a 4, but not 4 tens.

Need help? Sort with one hoop and one rule first (Has 4 Tens), then add the second hoop.

Ready for more? Make up two rules and a set of numbers for a partner to sort, with at least one number in each part.

GET READY

- Two hoops or yarn loops on the floor, with label cards
- A number card 10 to 99 for each student
- Base-ten blocks to check a number

WORDS TO USE

Venn diagram: two circles for sorting; the part where they overlap is for things that fit both

both: fits the rule of each circle

neither: fits no rule; it goes outside the circles

ASK

- Why does 57 go in the middle?
- Where does 45 go? How do you know?
- Can you think of a number for each part?

WATCH FOR

Puts a number that fits both rules in one circle only. Check the number against each rule out loud: yes and yes, so the middle.

Reads "Has 7 Ones" as "has a 7" and puts 72 there. Build 72: 7 tens and 2 ones. The 7 is tens, not ones.

Leaves out numbers that fit neither rule. Point to the space outside the circles: those numbers still go in the box.

ON ANIMAL MATH

PRINTABLE **Inside and Apart Venn Diagrams**: sheets 3-4

PRINTABLE **Venn Diagrams with Numbers**: sheet 2 (the other sheets use even and odd numbers)

EXIT TICKET **1st Grade Place Value Exit Tickets**: Exit Ticket 7.12

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