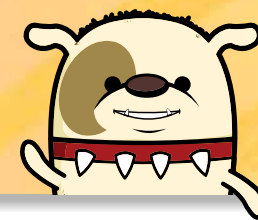


# Count to 100 by Tens

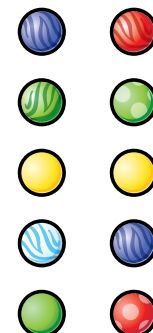
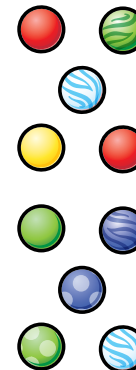
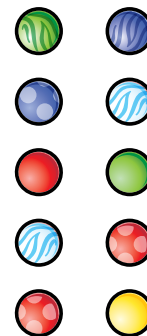
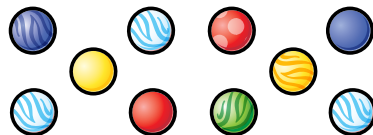
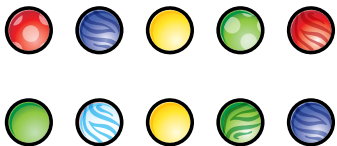
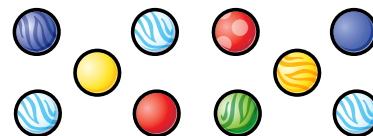
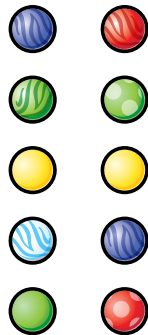
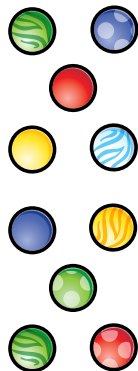
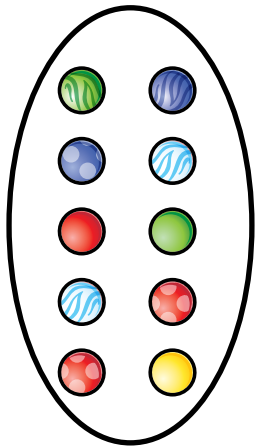


**Children build a 100-cube train from 10-cube trains, and compare its length to the height of a doorway.** Place a piece of tape the length of a classroom doorway on the floor. Have each child build a 10-cube train.

Invite 10 children to place their trains alongside the doorway tape. As each train is added, count the cubes by tens. Children compare the length of the 100-cube train to the height of the doorway. Discuss results.

# Use What You Know

## Count to 100 by Tens



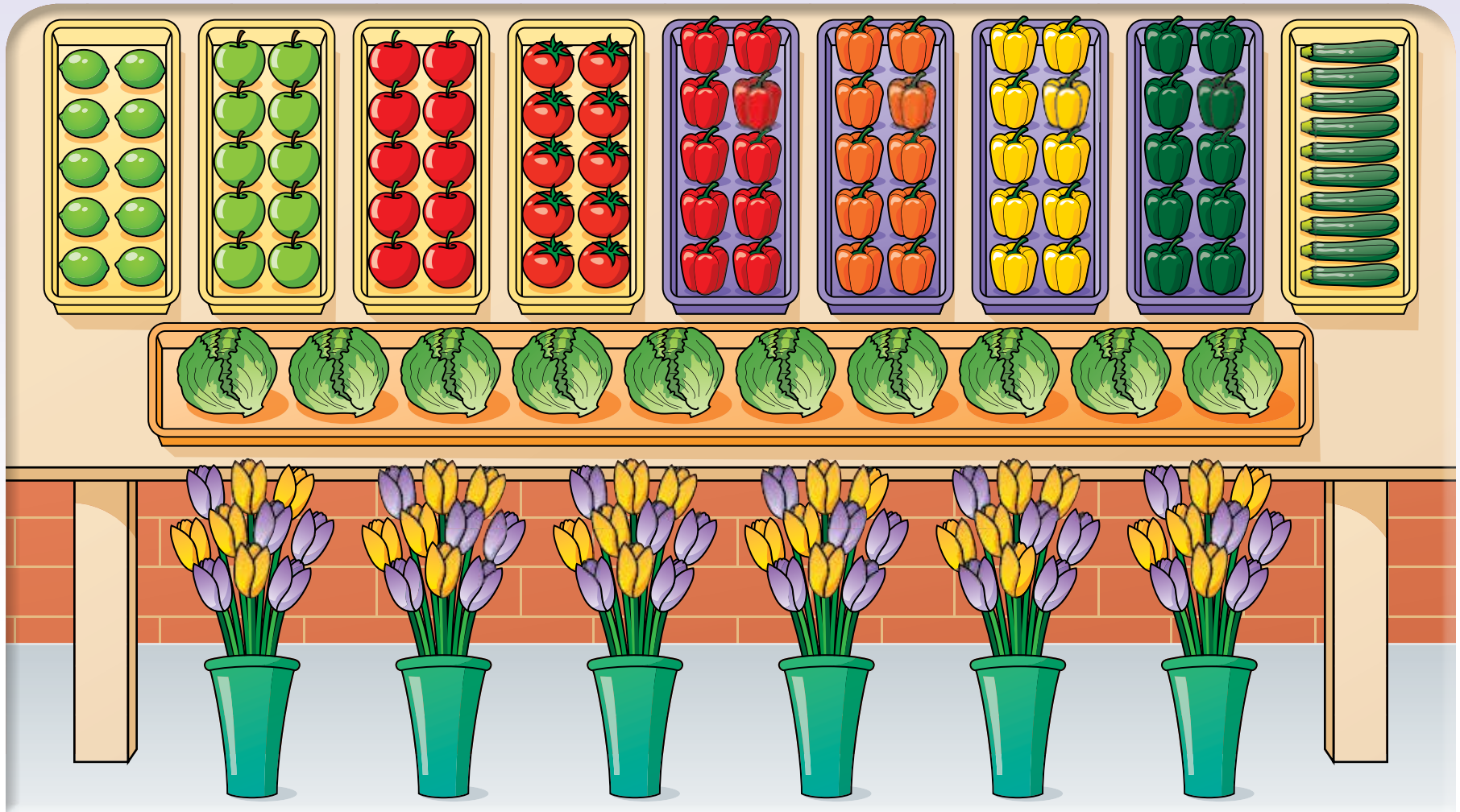
**Children use fingers to show groups of ten, and then count to 100 by tens.** Have 1 child show a group of 10 fingers to the class. Invite 9 more children to do the same. As a class, count the fingers by tens. Then identify

the circled marbles as a group of ten. Have children circle all the groups of 10. Ask: *How many marbles do you think there are in all?* Count by tens aloud together as children point to each group of marbles.

# Explore Together

## Count to 100 by Tens

Name \_\_\_\_\_



**Encourage children to count different groups of objects by tens.** Tell children each basket and flower pot has 10 objects in it. Then count the groups of objects, such as all the green food items, by tens. Have children circle 40 flowers.

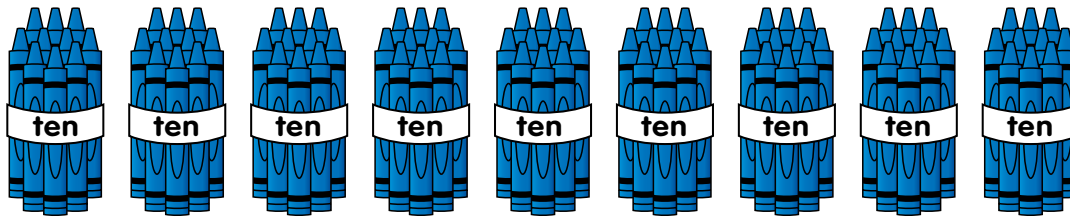
**Talk About It** How does knowing how to count to 10 help you count by tens?

# Practice Together

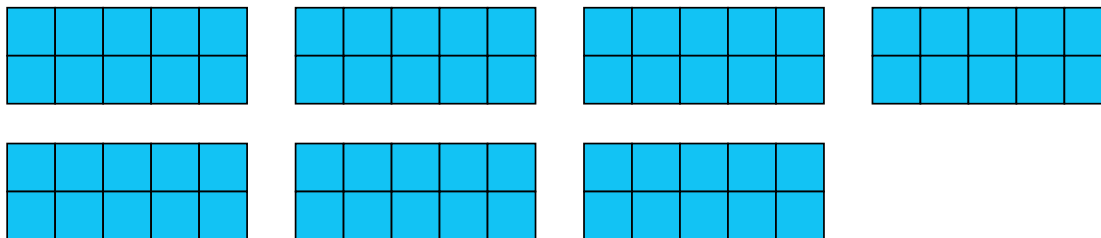
## Count to 100 by Tens



50 60 70



70 80 90



60 70 80

**Guide children to count objects by tens.** Explain that there are 10 objects in each group. Count the number of objects in each problem aloud by tens. Have children circle the total number.

**Talk About It** Which do you think is easier: counting each square or counting the squares by tens? Why?

# Practice Together

## Count to 100 by Tens

Name \_\_\_\_\_

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  |    |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |    |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 |    |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 |    |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |    |

10      20      30

30      40      50

30      40      50

80      90      100

80      90      100

**Guide children to circle the numbers that complete the hundreds chart.** Count aloud to 10 by ones to solve the first problem. Then guide children to focus on the last column and count together by tens to complete the page.

**Talk About It** What do you notice about all the tens numbers?

# Practice by Myself

## Count to 100 by Tens

20 30  
10 20  40

70 80  
50 60  80

60 70  
40 50  70

80 100  
70 80 90

10 20  
 20 30 40

10 50  
 60 70 80

**Have children circle the number to complete each list.** The problems in the bottom row ask for the first number in the list. Allow children to struggle. Provide time for them to try strategies on their own. They may realize they can try each number to see which one “sounds right.”

**Talk About It** How did you decide which number to circle?