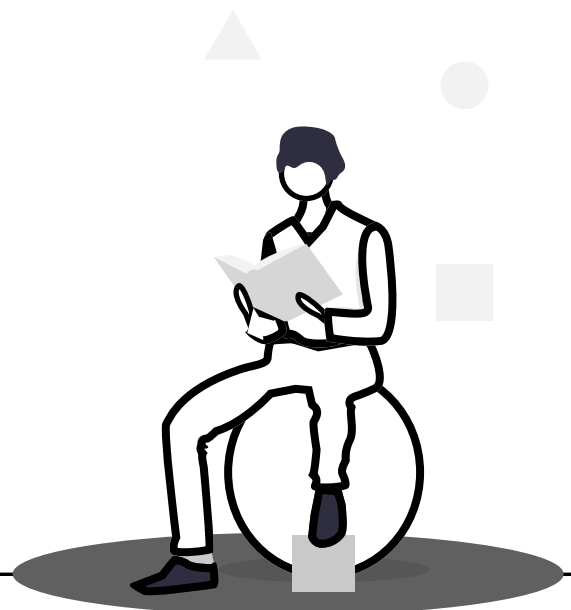


Building Blocks

Multi-Digit Counting



Name: _____

Pre-Assessment

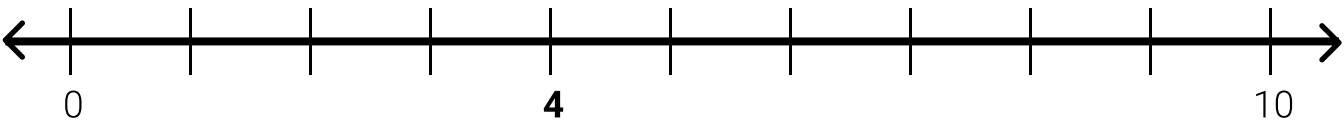
Please solve the following questions to the best of your abilities.

Please indicate the number of items in the following questions.

=

=

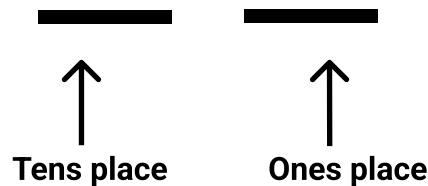
Complete the number line.



Lesson 1 - Double-Digit Numbers

Definition: Numbers that are between 10 and 99. Typically, these numbers have a ones place and a tens place.

The Structure of Double Digits



Tens Place: Place value used to represent numbers 10 and above. Think about it as the number of complete groups of 10 that exist in a number. As we've learned we can all count to 10, this place value represents how many complete times someone can form groups of 10 when counting to a number.

Ones Place: The right-most digit. Represents the number of individual units.

Examples:

Ones Place: The "3" value represents three individual units left after 2 complete groups of 10

Ones Place: The "9" value represents three individual units left after 7 complete groups of 10

The number 23 is shown in large, bold, black font. An upward-pointing arrow is positioned below the digit '2', and a downward-pointing arrow is positioned above the digit '3'.

The number 79 is shown in large, bold, black font. An upward-pointing arrow is positioned below the digit '7', and a downward-pointing arrow is positioned above the digit '9'.

Tens Place: The "2" value represents two complete groups of 10

Tens Place: The "7" value represents two complete groups of 10

2 groups of tens and 3 groups of ones is 23

7 groups of tens and 9 groups of ones is 79

Example #1: Let's say that we have a number **55**, which number is in the ones place and which number is in the tens place?

1) Identify the ones place

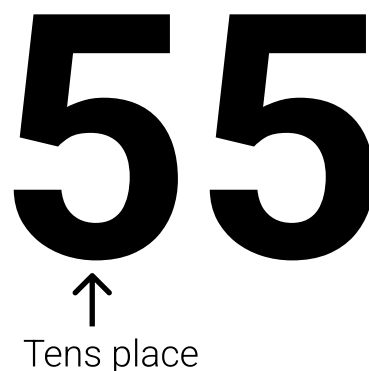
Remember to find the number in the ones place, look for the right-most digit



2) Identify the tens place

Remember to find the number in the tens place, look for the number one place over from the right-most digit

Notes: If there isn't a digit to the right of the ones place, then there isn't a tens place value! It doesn't apply in this case, but keep this in mind for future problems



Example #2: Let's say that we have a number **96**, which number is in the ones place and which number is in the tens place?

1) Identify the ones place

Remember to find the number in the ones place, look for the right-most digit



2) Identify the tens place

Remember to find the number in the tens place, look for the number one place over from the right-most digit



Lesson 2 - Double-Digit Practice



Creating groups of 10

Grade 1 Base Ten Blocks Worksheet

Draw loops around sets of 10 blocks.

Redraw the blocks as sets of ten. Write the number.

	=		=	<u>22</u>
	=		=	_____
	=		=	_____
	=		=	_____
	=		=	_____

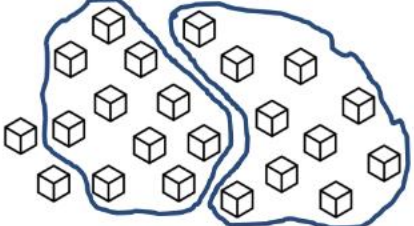
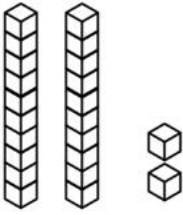
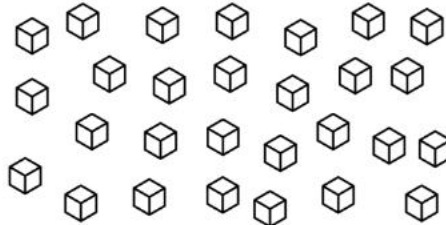
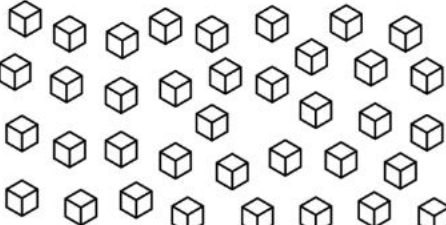
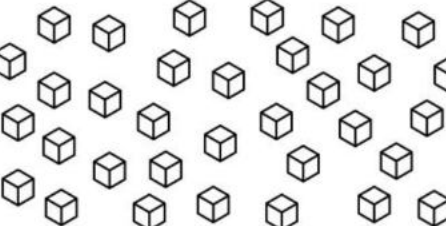
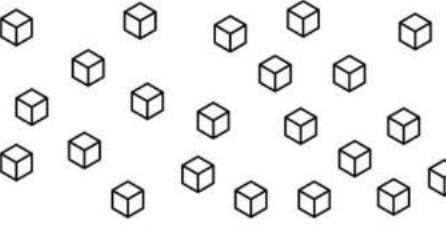


Creating groups of 10

Grade 1 Base Ten Blocks Worksheet

Draw loops around sets of 10 blocks.

Redraw the blocks as sets of ten. Write the number.

	=		= <u>22</u>
	=		= <u> </u>
	=		= <u> </u>
	=		= <u> </u>
	=		= <u> </u>

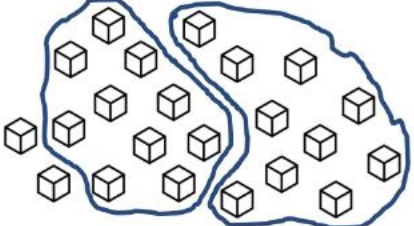
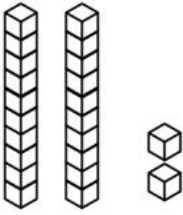
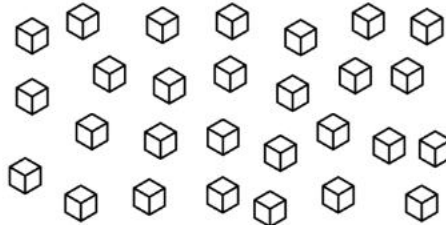
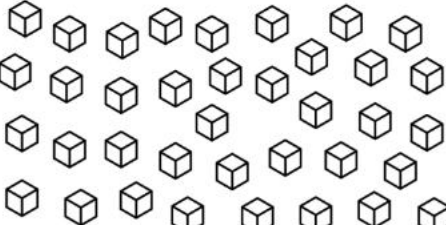
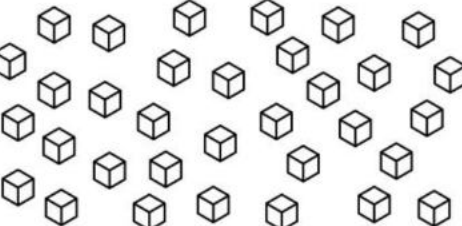
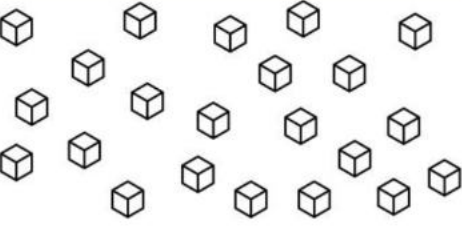


Creating groups of 10

Grade 1 Base Ten Blocks Worksheet

Draw loops around sets of 10 blocks.

Redraw the blocks as sets of ten. Write the number.

	=		= <u>22</u>
	=		= <u> </u>
	=		= <u> </u>
	=		= <u> </u>
	=		= <u> </u>

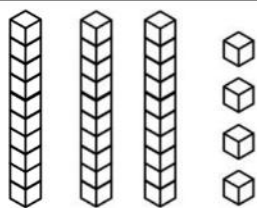
Lesson 3 - Double-Digit Practice



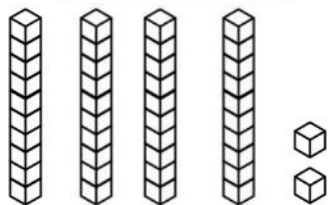
Counting tens and ones

Grade 1 Base Ten Blocks Worksheet

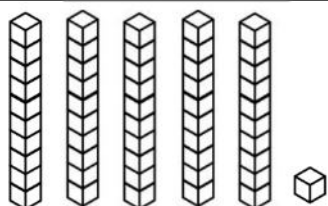
Find the total number of blocks.



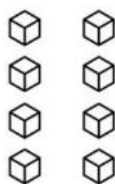
$$= \underline{3} \text{ tens} + \underline{4} \text{ ones} = \underline{34}$$



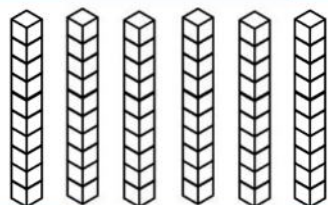
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



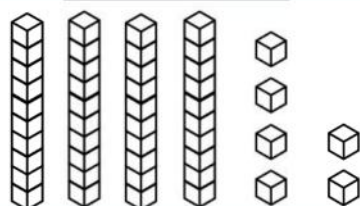
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



Counting tens and ones

Grade 1 Base Ten Blocks Worksheet

Find the total number of blocks.

	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$



Counting tens and ones

Grade 1 Base Ten Blocks Worksheet

Find the total number of blocks.

	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$



Counting tens and ones

Grade 1 Base Ten Blocks Worksheet

Find the total number of blocks.

	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$

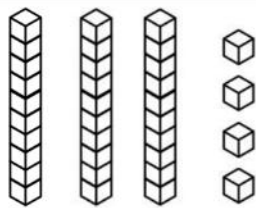
Lesson 4 - Double-Digit Practice



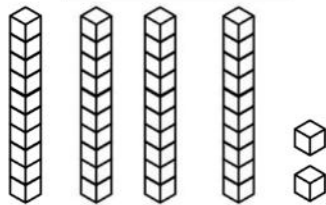
Counting tens and ones

Grade 1 Base Ten Blocks Worksheet

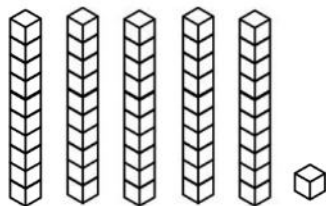
Find the total number of blocks.



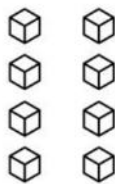
$$= \underline{3} \text{ tens} + \underline{4} \text{ ones} = \underline{34}$$



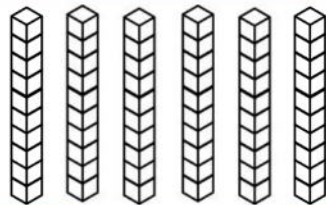
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



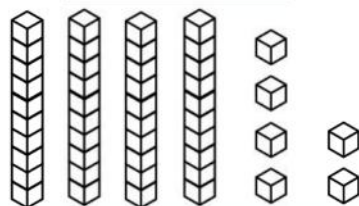
$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



$$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$$



Counting tens and ones

Grade 1 Base Ten Blocks Worksheet

Find the total number of blocks.

	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$



Counting tens and ones

Grade 1 Base Ten Blocks Worksheet

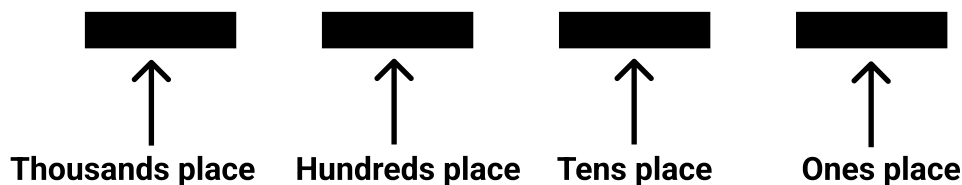
Find the total number of blocks.

	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$
	$= \underline{\quad} \text{ tens} + \underline{\quad} \text{ ones} = \underline{\quad}$

Lesson 5 - Multi-Digit Numbers

In the future, you will encounter problems that have numbers that include 3-digits or more. Understanding these multi-digit numbers is similar to double digits numbers.

The Structure of Three Digit Numbers



New Terms

Hundreds Place: The number that is the third digit from the right-most digit

Thousands Place: The number that is the fourth digit from the right-most digit (note: sometimes, you will find a comma in front of this digit)

Examples:

830

↑ ↑ ↑
Hundreds place Tens place Ones place

1830

↑ ↑ ↑ ↑
Thousands place Hundreds place Tens place Ones place

Lesson 6 - Multi-Digit Practice

Name : _____

Score : _____

Identifying Place Values

Sheet 1

Identify the place value of each digit.

1) 185

Hundreds	Tens	Ones

2) 32

Hundreds	Tens	Ones

3) 479

Hundreds	Tens	Ones

4) 217

Hundreds	Tens	Ones

5) 391

Hundreds	Tens	Ones

6) 953

Hundreds	Tens	Ones

7) 48

Hundreds	Tens	Ones

8) 726

Hundreds	Tens	Ones

9) As of today, 117-year-old Violet Brown of Jamaica, is the oldest living person in the world. Find the place values present in the supercentenarians' age.

Hundreds	Tens	Ones

10) On the Fourth of July, 241 years ago, the Congress declared that all the 13 American colonies were no longer part of British Empire. Identify the number of ones, tens and hundreds in the number 241.

Hundreds	Tens	Ones

Lesson 7 - Multi-Digit Practice

Name _____

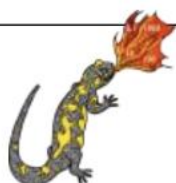
Date _____



PLACE VALUE BLOCKS: UP TO HUNDREDS SHEET 1

Help Flame Salamander match the blocks.

	141
	306
	224
	325
	460
	82



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Name _____

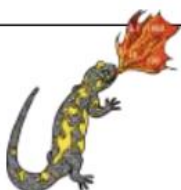
Date _____



PLACE VALUE BLOCKS: UP TO HUNDREDS SHEET 2

Help Flame Salamander count the blocks.

	How many? _____		How many? _____
	How many? _____		How many? _____
	How many? _____		How many? _____
	How many? _____		How many? _____
	How many? _____		How many? _____
	How many? _____		How many? _____



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Name _____

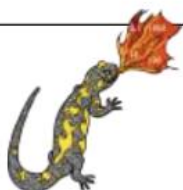
Date _____



PLACE VALUE BLOCKS: UP TO HUNDREDS SHEET 3

Help Flame Salamander count the blocks.

	How many? _____
	How many? _____
	How many? _____
	How many? _____
	How many? _____
	How many? _____



Lesson 8 - Counting to 100

We now have the skills to count all the way from 1 to 100.

Please use the below grid to practice counting from 1 to 100 with partners or in small groups.

	1	2	3	4	5	6	7	8	9	10
+10	11	12	13	14	15	16	17	18	19	20
+10	21	22	23	24	25	26	27	28	29	30
+10	31	32	33	34	35	36	37	38	39	40
+10	41	42	43	44	45	46	47	48	49	50
+10	51	52	53	54	55	56	57	58	59	60
+10	61	62	63	64	65	66	67	68	69	70
+10	71	72	73	74	75	76	77	78	79	80
+10	81	82	83	84	85	86	87	88	89	90
+10	91	92	93	94	95	96	97	98	99	100

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Lesson 9 - Beyond 100

Lesson 9

We can expand our learning to count beyond 100.

Please use the following grids to practice counting beyond 100 with partners and small groups.

100	Number Grid 100 ~ 200								
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

Numbers 201-300



201	202	203	204	205	206	207	208	209	210
211	212	213	214	215	216	217	218	219	220
221	222	223	224	225	226	227	228	229	230
231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250
251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270
271	272	273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288	289	290
291	292	293	294	295	296	297	298	299	300

Numbers 301-400

SKOOLGO

301	302	303	304	305	306	307	308	309	310
311	312	313	314	315	316	317	318	319	320
321	322	323	324	325	326	327	328	329	330
331	332	333	334	335	336	337	338	339	340
341	342	343	344	345	346	347	348	349	350
351	352	353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368	369	370
371	372	373	374	375	376	377	738	379	380
381	382	383	384	385	386	387	388	389	390
391	392	393	394	395	396	397	398	399	400

Numbers **401-500**

SKOOLGO

401	402	403	404	405	406	407	408	409	410
411	412	413	414	415	416	417	418	419	420
421	422	423	424	425	426	427	428	429	430
431	432	433	434	435	436	437	438	439	440
441	442	443	444	445	446	447	448	449	450
451	452	453	454	455	456	457	458	459	460
461	462	463	464	465	466	467	468	469	470
471	472	473	474	475	476	477	478	479	480
481	482	483	484	485	486	487	488	489	490
491	492	493	494	495	496	497	498	499	500

Lesson 10 - Multi-Digit Number Grid Practice

Starting at 1, fill in the missing numbers.

1	2	3	4		6			9	10
11	12		14	15	16	17	18	19	20
	22	23			26		28		30
		33	34						40
41					46		48	49	50
51	52	53	54	55			58	59	
	62	63	64	65		67	68	69	
71			74	75		77	78		80
81			84			87			
	92	93					98	99	100

Starting at 1, fill in the missing numbers.

						7		9	10
11					16	17	18		20
			24				28	29	
				35			38		
41		43			46	47	48		
					56	57			
	62				66	67		69	
71							78		
		83	84				88		
91					96		98	99	

Hundreds Chart

Complete the hundreds chart by filling in the empty boxes with the missing numbers.

1									

Lesson 11 - Multi-Digit Number Line Practice

Name _____

Date _____



NUMBER LINES TO 200 SHEET 1

These number lines are going up by 1s or 10s.

Write in the missing numbers on the number lines.

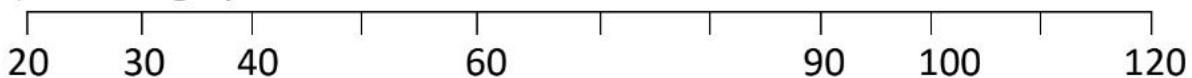
1) Counting by 1s



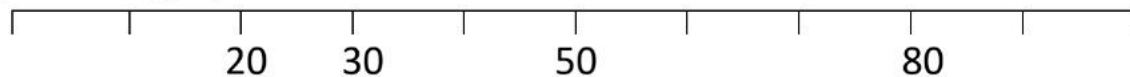
2) Counting by 1s



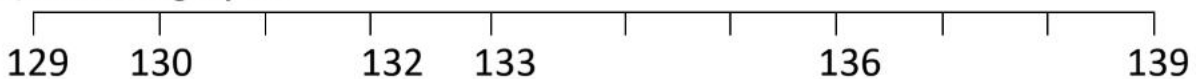
3) Counting by 10s



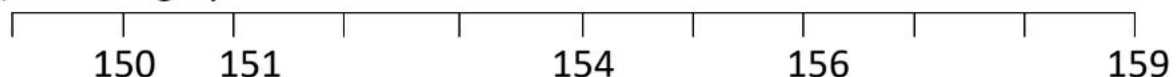
4) Counting by 10s



5) Counting by 1s



6) Counting by 1s



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Name _____

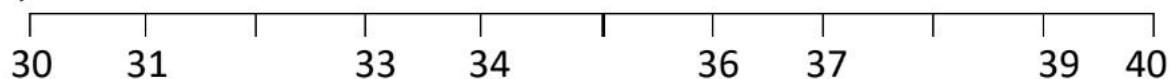
Date _____



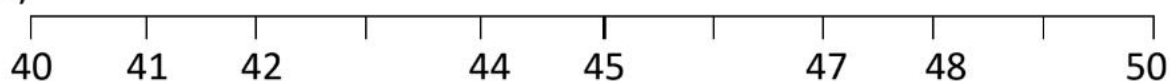
NUMBER LINES TO 100 SHEET 1

Write in the missing numbers on the number lines.

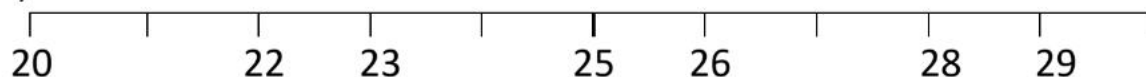
1)



2)



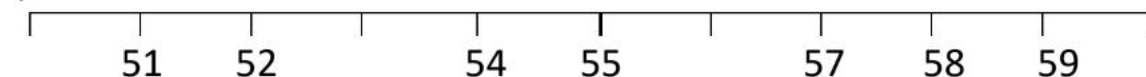
3)



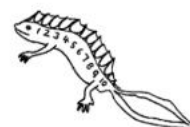
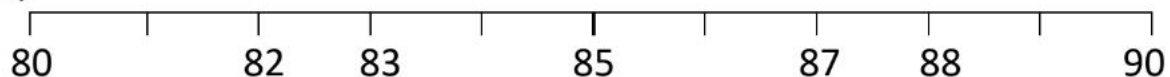
4)



5)



6)



Name _____

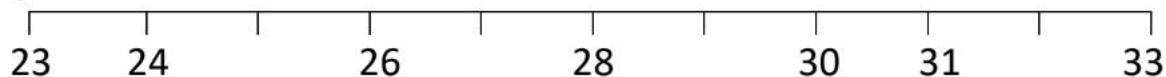
Date _____



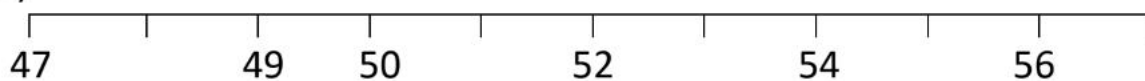
NUMBER LINES TO 100 SHEET 2

Write in the missing numbers on the number lines.

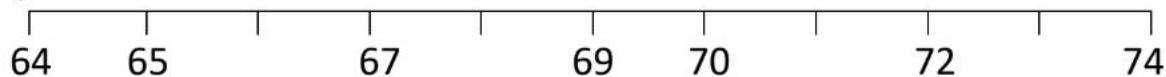
1)



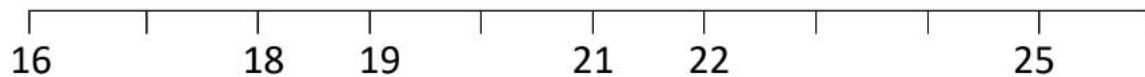
2)



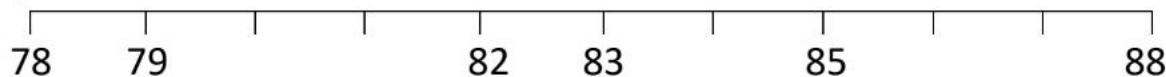
3)



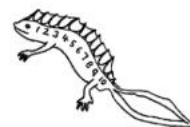
4)



5)



6)



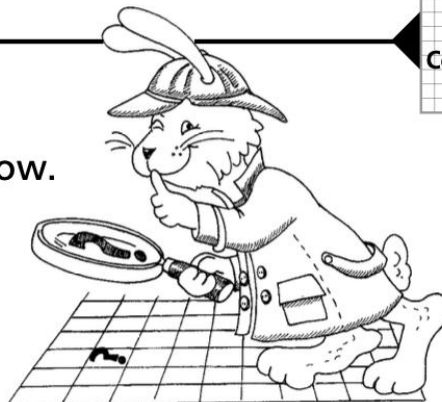
Lesson 12 - What Number is Missing?

Name _____

Missing Numbers

Worksheet 10

Write the missing numbers in each row.



Order &
Comparison

1		3		5			8		10
---	--	---	--	---	--	--	---	--	----

	12			15		17			20
--	----	--	--	----	--	----	--	--	----

		23			26			29	
--	--	----	--	--	----	--	--	----	--

31			34			37			
----	--	--	----	--	--	----	--	--	--

	42			45			48		50
--	----	--	--	----	--	--	----	--	----

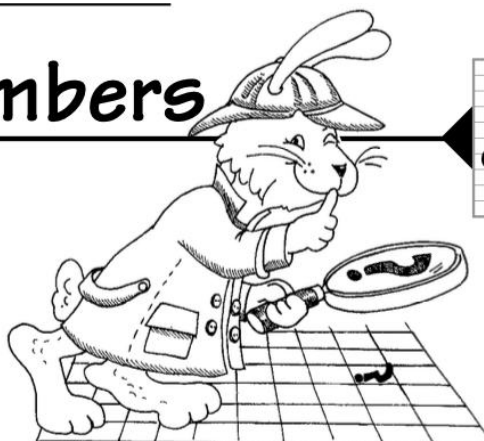
		53			56			59	
--	--	----	--	--	----	--	--	----	--

Name _____

More Missing Numbers

Worksheet 11

Fill in the missing numbers to complete the board.



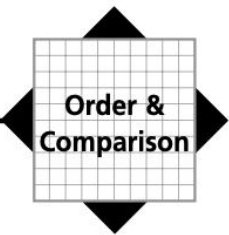
Order &
Comparison

1		3		5		7			10
	12				16				
			24				28		
				35				39	
41						47			
	52								60
		63						69	
			74			77			
		83			86				
							98		100

Name _____

What's Missing?

Worksheet 12


 Order & Comparison

Write the missing numbers.



		10
	19	

	3	
	23	
		34

27		
	58	

		79
	98	

		57
	66	

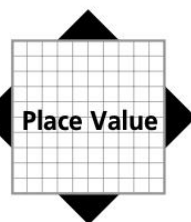
72	

Lesson 13 - Place Value Practice

Name _____

How Many Tens and Ones?

Worksheet 26



Write the numbers that have tens only (zero ones).

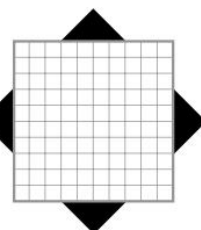
How many tens and ones are in each number below?

Number	Tens	Ones
36	3	6
23		
12		
61		
4		
30		

Name _____

Which Number Am I?

Worksheet 27



Write the following numbers.

1. 6 tens and 6 ones _____
2. 3 tens and 7 ones _____
3. 7 tens and 3 ones _____
4. 1 ten and 0 ones _____
5. the highest number with 8 ones _____
6. the lowest number with 2 tens _____



Write all the numbers:

7. with 3 ones

8. with 3 tens

Lesson 14 - Game Day!

FIRST TO 100

First to 100 is a dice game played on the 100 square to help develop children's reading and counting skills with numbers up to 100. The aim is to be the first player to get to number 100.

Number of players: 3-4

Learning:

- Counting numbers to 100;
- Reading numbers to 100
- Learn how to count on and back using a 100 square
- Adding two numbers up to 6+6

You will need

- 1 counter per player. Each player needs a different color.
- 2 dice

Instructions

- Each player starts at number 1.
- Player 1 rolls the dice and then adds the numbers up. Player 1 then moves forward the number of spaces on the dice.
- If Player 1 moves onto a colored square, then the instructions on the board have to be followed:
- The first player to reach 100 is the winner.

FIRST TO 100 v2

									WINNER
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

 Move on to the next blue square.

 Move back to the last red square.

 Stuck in the mud – roll an even number to continue

 You're in luck – have another turn



Lecture 15 - Number Comparison Practice



Comparing numbers up to 100

Grade 2 Place Value Worksheet

Example: $96 > 35$

Compare the numbers. Add: $>$ or $<$ or $=$

1. $26 \underline{\quad} 46$

2. $36 \underline{\quad} 88$

3. $62 \underline{\quad} 82$

4. $89 \underline{\quad} 71$

5. $73 \underline{\quad} 100$

6. $55 \underline{\quad} 46$

7. $66 \underline{\quad} 74$

8. $83 \underline{\quad} 46$

9. $93 \underline{\quad} 62$

10. $98 \underline{\quad} 69$

11. $53 \underline{\quad} 33$

12. $75 \underline{\quad} 45$

13. $37 \underline{\quad} 75$

14. $44 \underline{\quad} 82$

15. $73 \underline{\quad} 90$

16. $36 \underline{\quad} 53$

17. $17 \underline{\quad} 56$

18. $21 \underline{\quad} 92$



Comparing numbers up to 100

Grade 2 Place Value Worksheet

Example: $96 > 35$

Compare the numbers. Add: $>$ or $<$ or $=$

1. $81 \underline{\quad} 16$

2. $51 \underline{\quad} 35$

3. $33 \underline{\quad} 50$

4. $62 \underline{\quad} 64$

5. $65 \underline{\quad} 15$

6. $75 \underline{\quad} 75$

7. $66 \underline{\quad} 40$

8. $87 \underline{\quad} 22$

9. $83 \underline{\quad} 87$

10. $30 \underline{\quad} 37$

11. $37 \underline{\quad} 64$

12. $74 \underline{\quad} 43$

13. $34 \underline{\quad} 72$

14. $68 \underline{\quad} 55$

15. $69 \underline{\quad} 43$

16. $20 \underline{\quad} 86$

17. $32 \underline{\quad} 93$

18. $87 \underline{\quad} 57$

Lecture 16 - Number Comparison Practice



Comparing numbers up to 1,000

Grade 2 Place Value Worksheet

Example: $846 > 239$

Compare the numbers. Add: $>$ or $<$ or $=$

1. $828 \underline{\hspace{1cm}} 309$

2. $900 \underline{\hspace{1cm}} 876$

3. $73 \underline{\hspace{1cm}} 429$

4. $432 \underline{\hspace{1cm}} 574$

5. $817 \underline{\hspace{1cm}} 795$

6. $529 \underline{\hspace{1cm}} 971$

7. $817 \underline{\hspace{1cm}} 203$

8. $711 \underline{\hspace{1cm}} 787$

9. $540 \underline{\hspace{1cm}} 407$

10. $554 \underline{\hspace{1cm}} 134$

11. $583 \underline{\hspace{1cm}} 313$

12. $369 \underline{\hspace{1cm}} 686$

13. $743 \underline{\hspace{1cm}} 401$

14. $65 \underline{\hspace{1cm}} 799$

15. $592 \underline{\hspace{1cm}} 351$

16. $977 \underline{\hspace{1cm}} 783$

17. $89 \underline{\hspace{1cm}} 183$

18. $909 \underline{\hspace{1cm}} 206$



Comparing numbers up to 1,000

Grade 2 Place Value Worksheet

Example: $846 > 239$

Compare the numbers. Add: $>$ or $<$ or $=$

1. $137 \underline{\hspace{1cm}} 841$

2. $239 \underline{\hspace{1cm}} 734$

3. $245 \underline{\hspace{1cm}} 109$

4. $343 \underline{\hspace{1cm}} 808$

5. $457 \underline{\hspace{1cm}} 754$

6. $541 \underline{\hspace{1cm}} 765$

7. $623 \underline{\hspace{1cm}} 85$

8. $666 \underline{\hspace{1cm}} 959$

9. $90 \underline{\hspace{1cm}} 480$

10. $298 \underline{\hspace{1cm}} 573$

11. $736 \underline{\hspace{1cm}} 774$

12. $215 \underline{\hspace{1cm}} 869$

13. $69 \underline{\hspace{1cm}} 590$

14. $255 \underline{\hspace{1cm}} 709$

15. $474 \underline{\hspace{1cm}} 70$

16. $701 \underline{\hspace{1cm}} 301$

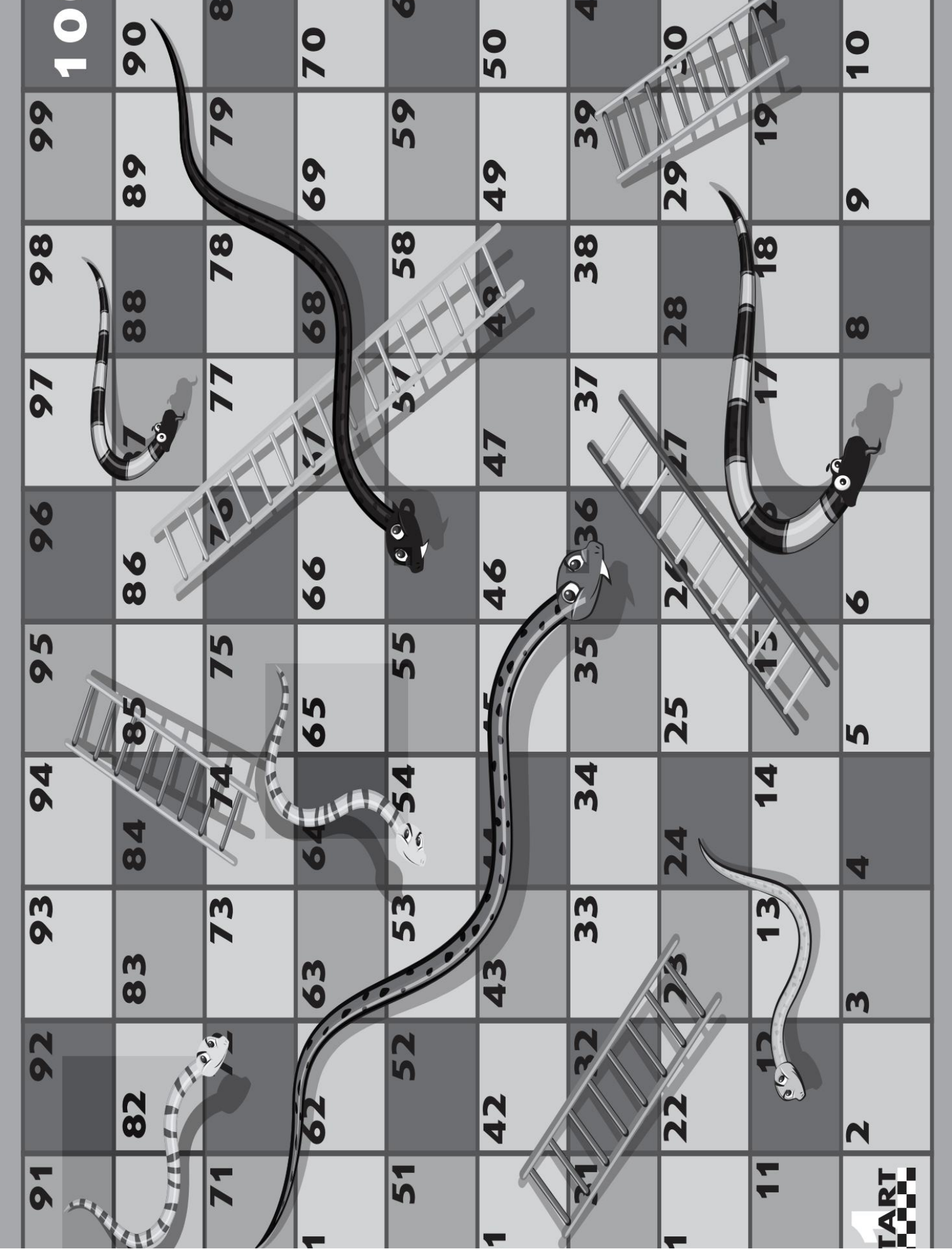
17. $912 \underline{\hspace{1cm}} 317$

18. $877 \underline{\hspace{1cm}} 600$

Lecture 17 - Game Day!

Instructions

1. Gather in groups of 3-4 students.
2. Gather two dice and one piece for each player.
3. Determine who will go first and the following order.
4. Roll both dice. Move your piece the total number of spaces indicated on the dice.
5. If you land on a ladder, you must climb up.
6. If you land on a snake, you must slide down.
7. If you roll doubles, you skip your turn the next time around.
8. The first person to reach 100 by the exact count is the winner! Note that you must land exactly (not past) 100 to win!



Quiz

Try your best to complete the follow questions. Some questions we have practiced in class, while others may challenge you to apply the core concepts learned in class

Counting to 100



1 Complete the number tracks. You may use a hundred square to help you.

a

18	19	20		22		24			27
----	----	----	--	----	--	----	--	--	----

b

30	31		33	34			37	38	
----	----	--	----	----	--	--	----	----	--

c

4		6			9	10			13
---	--	---	--	--	---	----	--	--	----

d

47				51	52		54	55	56
----	--	--	--	----	----	--	----	----	----

e

73	74	75		77		79			82
----	----	----	--	----	--	----	--	--	----

f

25	24	23			20			17	16
----	----	----	--	--	----	--	--	----	----

g

51		49	48	47				43	42
----	--	----	----	----	--	--	--	----	----

h

		16	15		13	12			9
--	--	----	----	--	----	----	--	--	---

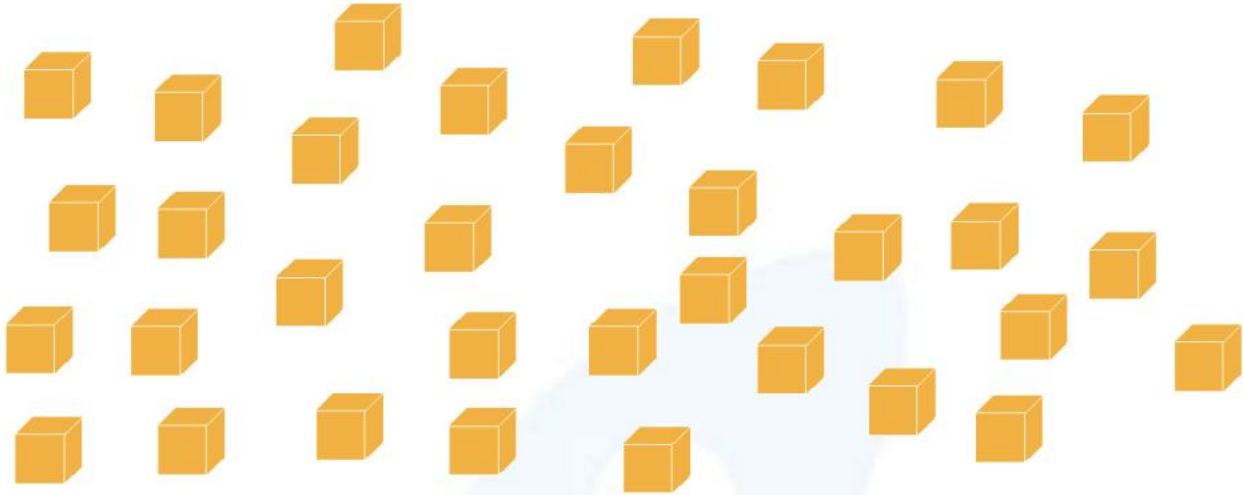
i

	62	61					56	55	54
--	----	----	--	--	--	--	----	----	----

j

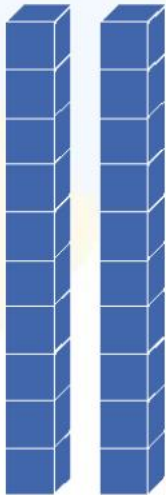
				85	84			81	
--	--	--	--	----	----	--	--	----	--

1) Count the blocks and write the number.



2) Count the tens and the ones.

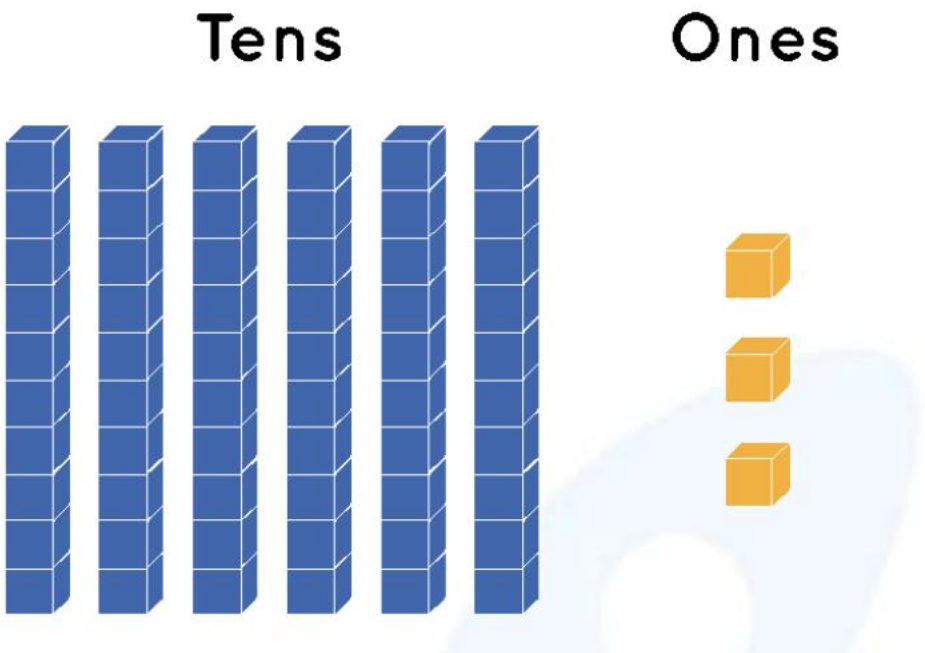
Tens



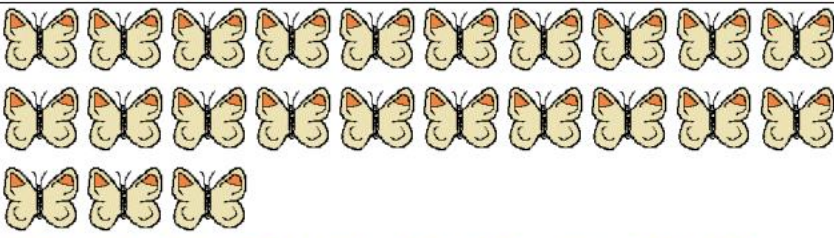
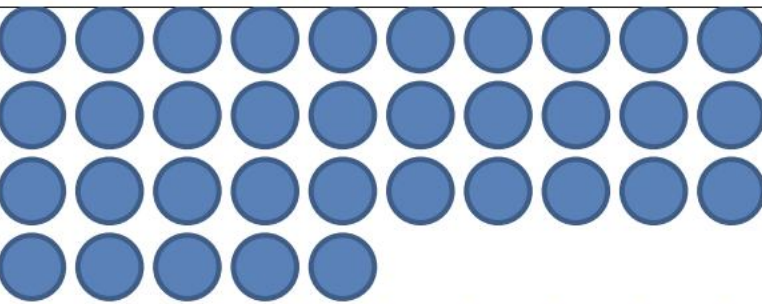
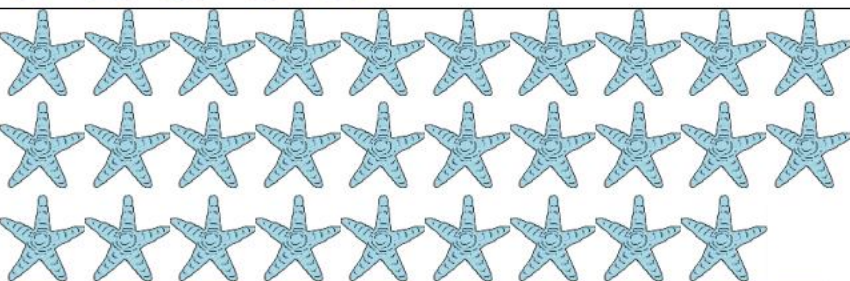
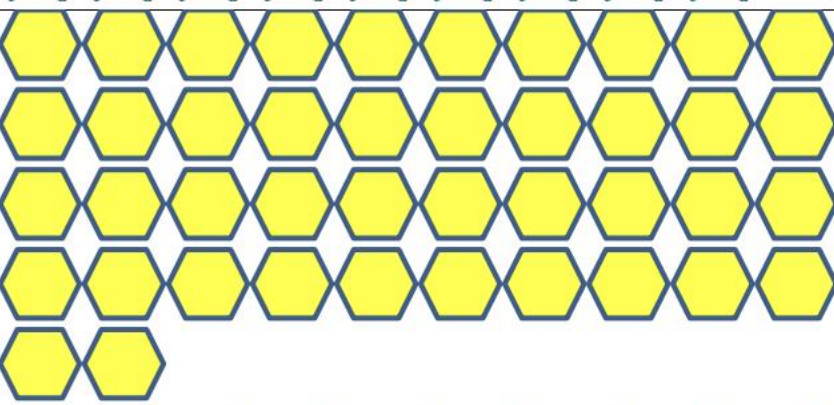
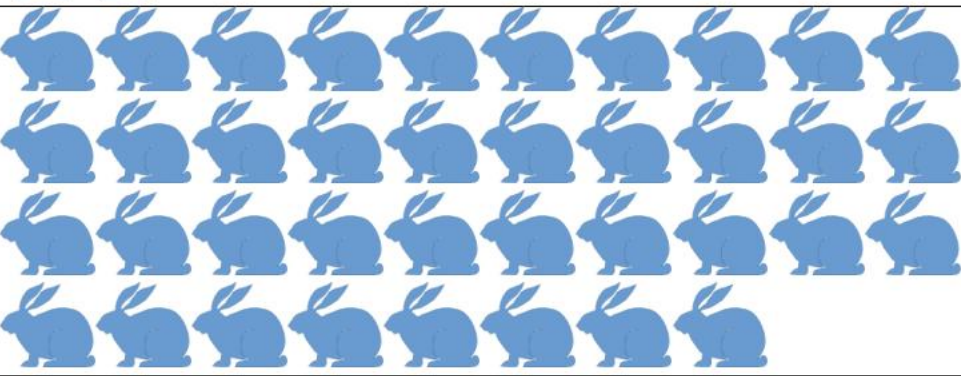
Ones



3) Count the tens and the ones. Each blue rod denotes 1 ten and each yellow block denotes one unit.



These objects have been put into groups of 10. Help Newton to count them.

1) 	How many? 
2) 	How many? 
3) 	How many? 
4) 	How many? 
5) 	How many? 