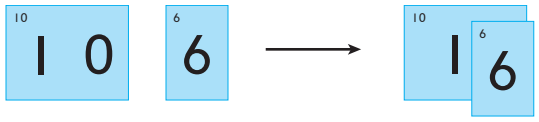
▶ A Story with Tens and Extra Ones WHOLE CLASS

Present a teen-grouping story problem to the class and have them solve it any way they can.

- Sara has a bag of 10 tennis balls and 6 extra balls. How many balls does she have altogether? 16 balls
- 16 means 1 ten and 6 extra ones. Let's write an equation to show this: 10 + 6 = 16.

Use the Demonstration Secret Code Cards to show 16. Again, point out the ten "hiding" inside the number.



Then point out the small number in the top corner of the 10- and 6-cards.

- What do you think those little numbers tell us about the number 16? 16 is made up of 10 and 6. Even when you can't see the 10, it is there.

Teaching Note

Math Background Explain that our number system is based on the number 10—that is, we use a "base 10" number system. So 10 is an important number when we count and when we write numbers. Explain that this probably evolved because humans have 10 fingers and 10 toes.

Activity 2

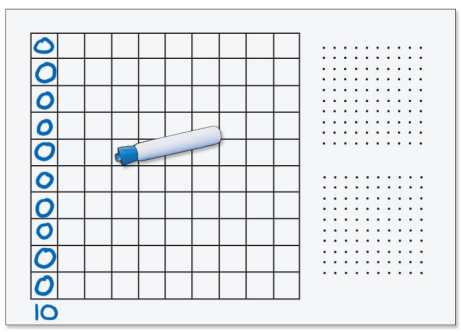
Visualizing Teen Numbers

▶ Represent 15 WHOLE CLASS

Explain that children will be making some teen numbers on the 10 × 10 Grid. You can demonstrate by attaching an enlarged photocopy of the 10 × 10 Grid (TRB M46) to the board.

Have children begin by drawing 10 circles in the first column of the grid.

- Every teen number has a ten, so you will always need this group of ten.



Activity continued ▶

30 MINUTES

Goal: Represent teen numbers.

Materials: MathBoard materials or 10 × 10 Grid (TRB M46), Demonstration Secret Code Cards 1–10 (TRB M31–M40)

NCTM Standards:
Number and Operations
Representation

Ongoing Assessment

As children represent other teen numbers, observe whether they are able to show them in multiple ways: for example, by drawing circles on a grid to show a group of ten and some extra ones; or by writing an equation with the number 10.