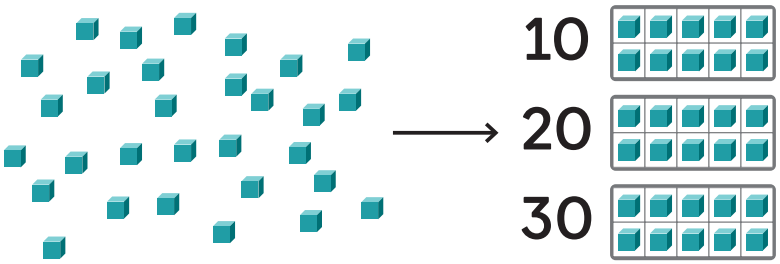
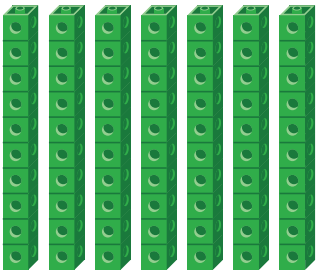
In this sub-unit . . .

- We organized collections into groups of ten to count.



- We explored different representations of the same number of **tens**.

70
seventy



7 tens

- We found 10 more than a number of tens. We found 10 less than a number of tens.

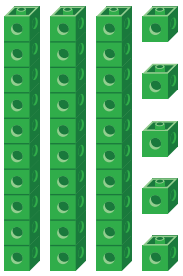
10 more than 60 is 70

10 less than 60 is 50

Math tip: When finding 10 more or 10 less, you can skip count forward or backward by 10.

In this sub-unit . . .

- We explored different ways to represent two-digit numbers.

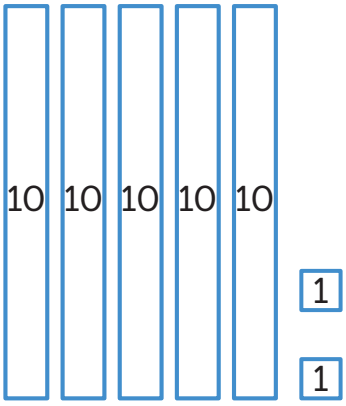


35

30 + 5

3 tens and 5 ones

- We wrote two-digit numbers to match different representations of tens and ones.



52

Math tip: The **digit** in the tens place shows the number of tens, and the **digit** in the ones place shows the number of remaining ones.

- We added ones to a number of tens.

$$40 + 3 = \underline{43}$$

In this sub-unit . . .

- We thought about the value of digits to compare numbers using the language **greater than** and **less than**.

  52 is greater than 25.

  25 is less than 52.

- We used symbols to record our comparisons.

35 > 26	26 < 35	26 = 26
35 is **greater than** 26.	26 is **less than** 35.	26 is **equal** to 26.

  Math tip: Comparison statements are read from left to right. The greater than symbol > starts with the wide part. The less than symbol < starts with the point.

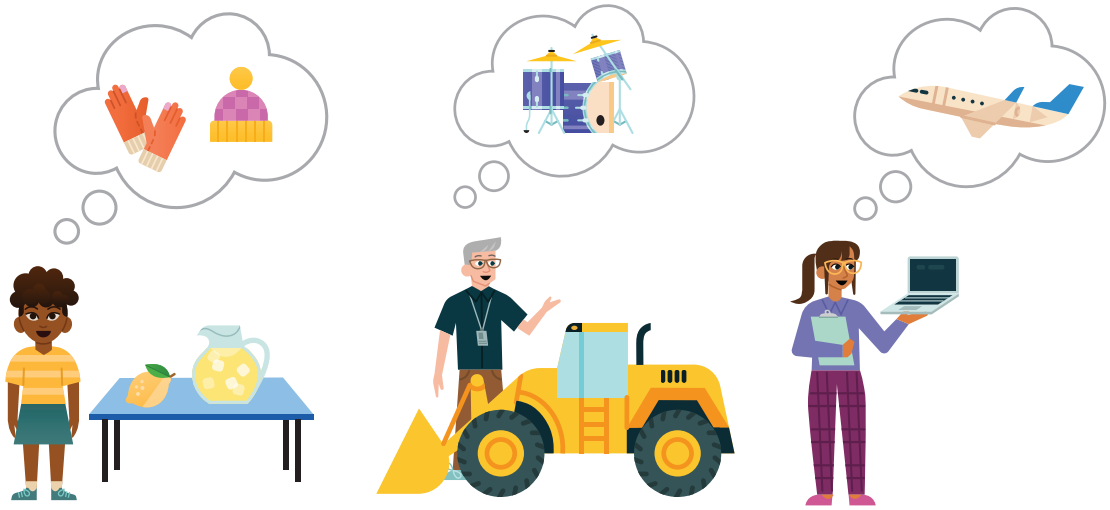
- We put one-digit and two-digit numbers in order from least to greatest and greatest to least.

  least to greatest: 6, 34, 45, 48

  greatest to least: 82, 80, 62, 17

In this sub-unit . . .

- We decided what **goods** and **services** income can buy.



Math tip: It's important to make sure we buy things we need before we buy things we want.

- We discovered the positive impact that donations can have on our community.