Remember
When you are counting, the numbers are always in the same order.

Hint: Touching each object in turn helps with counting.

Count. Write how many.
Make 10

Use counters to make 10.

Make 10 in a different way each time.

Draw and colour your counters in the squares.

**Hint**: $9 + 1$ and $1 + 9$ are two ways of making 10.

**Vocabulary**
count on, add, equals

**You will need**: counters in two different colours, matching colouring pencils
**Dough worms**

**Remember**
Line up both objects so that they start from the same place.

- Roll your dough into worms.
- Make a longer worm than this one.

![Longer worm](image)

- Draw around your worm.
- Make a shorter worm than this one.

![Shorter worm](image)

- Draw around your worm.

- Compare your worms with a partner’s worms.

**You will need:** resource 1, page 52

**Vocabulary**
- longer
- shorter

**Unit 1C** Measure and problem solving
CPM Framework 1M11, 1M13; CPM Teacher’s Resource 1C 3.1
Cube worms

Use five cubes to make a worm.

Find three things that are shorter than the cube worm.

Draw them.

Find three things that are longer than the cube worm.

Draw them.

You will need: five standard 2 centimetre cubes, joined together as a worm (or the worm cut from resource 2, page 53)

Vocabulary

shorter longer
Remember
When you are counting, the numbers are always in the same order.

Vocabulary
count on

Count on from 10. How many are there in each group?

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10 and 1 makes 11

10 and 2 makes

10 and 3 makes

10 and 4 makes

Unit 1A Number and problem solving
CPM Framework 1Nn1, 1Nn2, 1Nn3, 1Nn6, 1Nc8; CPM Teacher’s Resource 4.2
Unit 1A Number and problem solving

CPM Framework 1Nn1, 1Nn2, 1Nn3, 1Nn6, 1Nc8; CPM Teacher’s Resource 4.2